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ABSTRACT

This book is guide for young people who want to be advocates and for those who consider themselves advocates and want to become more effective. Numerous examples are given of those individuals who have become advocates for an issue and brought about change in society. Various activity sheets are included in the book to help students discover their interests and talents and evaluate their advocacy efforts. The nine chapters include: (1) "Starting from Within: Personal Change"; (2) "Finding Your Issues"; (3) "Becoming an Expert: Researching Your Issue"; (4) "Making Your Point"; (5) "Setting Goals and Making Plans"; (6) "Finances and Fund-Raising"; (7) "Developing Leadership Skills"; (8) "Handling Problems"; and (9) "Living Your Beliefs: Creating a New World." (EH)

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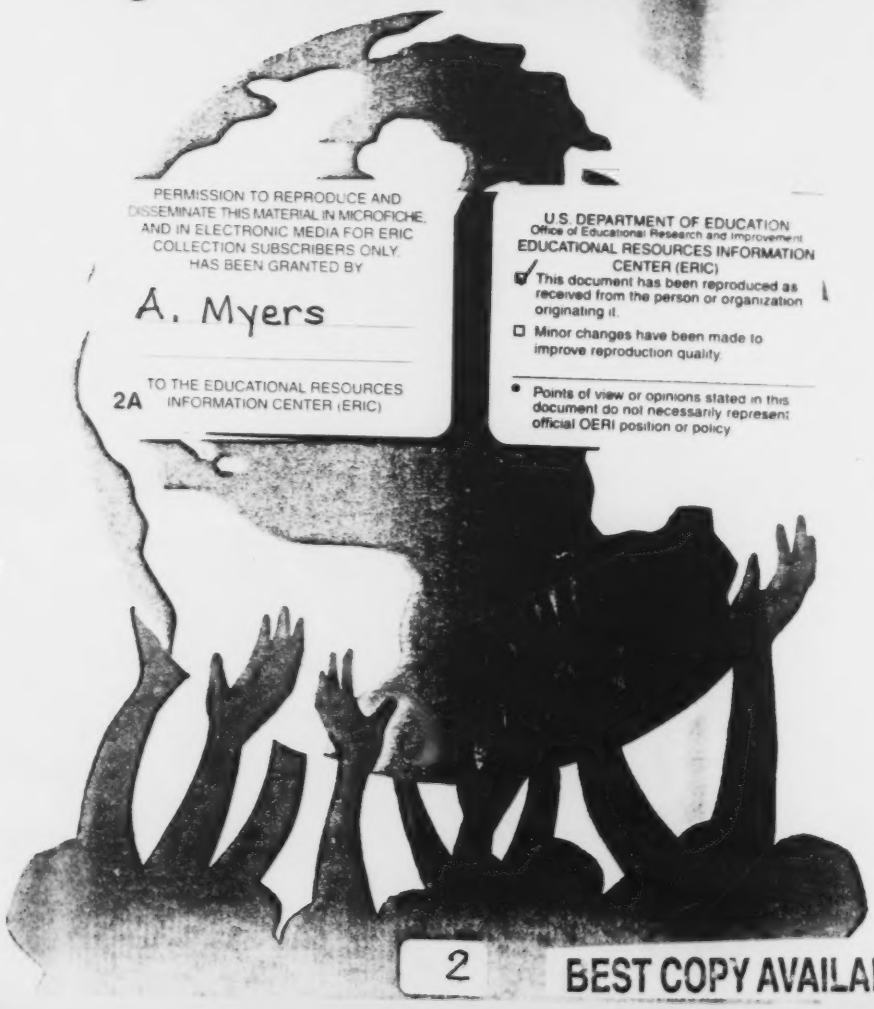
CHANGING OUR WORLD

A Handbook for Young Activists

By PAUL FLEISHER



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CHANGING OUR WORLD

A Handbook for Young Advocates

by Paul Fleisher
Illustrated by Patricia Keeler

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CHANGING OUR WORLD
A Handbook for Young Advocates

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This book is dedicated to Tresa Fleisher, who taught me to care about justice and to believe that each of us can make a difference.

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INTRODUCTION

Our world is not a perfect place. Wars and starvation kill thousands of people every year. Millions of people live their entire lives in poverty. Our environment is being damaged by pollution. Many people are denied their full rights as human beings because of their skin color or their age, sex, or ethnic background. In some neighborhoods, fear of crime keeps citizens from feeling safe.

Sometimes the world's troubles may seem overwhelming. What can one person do? For some people, the answer is to live as best we can, despite the problems we see around us. We try to make the most of our own lives and avoid worrying about the big problems—problems we think no one can do anything about anyway. If you choose to live this way, this book may not be for you.

Some people take a different view. We're not satisfied with the world as it is, and we want to change it in a bigger way. In fact, some of us believe it is our *duty* as human beings to make the world a little better. We believe that although we can't be responsible for everything, we must be responsible for something—that is what being a human being is all about. If your outlook seems to match this way of thinking, this book could be a big help to you.

People who work to change our world can be called *advocates* or *activists*. An advocate is someone who believes strongly in a cause and who stands up for that belief. Being an advocate is satisfying and gives meaning to your life. It is a way to make your behavior match your beliefs. And it is a way to take control of—and responsibility for—the events in your own world.

This book is a guide for young people who want to be advocates and for those who already consider themselves advocates and want to become more effective. This handbook will help you choose the issues you want to work on. Then it will give you ideas for actions that can help you create effective social changes.

Changing the world *is* possible. Ordinary people have proved it over and over again. Here is one example:

In 1980 Candy Lightner's daughter Cari was killed by a drunk driver. Ms. Lightner channeled her grief into action. She didn't want other children to die because someone was driving under the influence of alcohol. With a group of friends, she formed MADD, Mothers Against Drunk Driving. These ordinary parents staged marches, talked to legislators, and met with reporters.

Ms. Lightner's group was tiny at first, but its message spread across the country. People realized that MADD was trying to solve an important problem. The organization grew, and by 1991 there were chapters in Canada, Great Britain, Germany, and New Zealand.

Thanks to MADD, many people are now aware of the danger of drinking and driving, and our society is taking this problem much more seriously. In just a few years of work, MADD helped get new, tougher laws against drunk drivers passed in all fifty states. Judges began handing out more severe punishments to people convicted of driving under the influence of alcohol. Lightner's organization convinced lawmakers to raise the legal drinking age to twenty-one throughout the country. The number of deaths due to drunk driving on U.S. highways has fallen by about 25 percent. The advocates of MADD have made a *real* difference—they have made our world a safer place, and they have saved lives.

As you read through the handbook, you'll meet other people who made our world better: people like Jason Gaes, who helps other children fight against cancer; people like the Tinker family, who stood up for their right to express their opinions in school; and people like Samantha Smith, a

twelve-year-old who wrote a letter to a Russian leader that voiced America's yearning for an end to the tension between the U.S. and the Soviet Union. And you'll meet many others.

All advocates have to learn to set realistic goals. Remember that no matter how hard you work as an advocate, the world will *never* be perfect. There will *always* be problems to solve. Besides, your ideas of perfection might not be the same as your neighbors'. We all have our own ideas of what a perfect world would be like. If you can't be satisfied until everything is perfect, you'll spend your life feeling frustrated.

Successful advocates focus most of their attention and their energy on one or two issues that are most urgent and most important to them. This does not mean they are never concerned about other problems. But trying to fix everything at once just won't work, so they pick their battles carefully. They often try to divide a big problem into smaller parts that can be attacked successfully, one at a time.

In the second chapter of this handbook, you will choose the problems that are most important to *you*. Later, you will discover that modern-day advocates are part of a long historical tradition. Then you will learn about many time-tested techniques that advocates can use to create change, and you will learn how to deal with difficulties that may arise as you put those techniques to use. You will also learn about ways to raise money to finance your activities.

The first step is to learn how to plan for change in your own life. And that is what you will do in chapter 1.

Various activity sheets are included throughout the book to help you discover your interests and talents and to evaluate your advocacy efforts. These sheets can either be filled out in the book or copied and filled out; there are spaces for this purpose. If you need more space, write on a separate sheet of paper or on the back.

1

STARTING FROM WITHIN: PERSONAL CHANGE

"Every public reform was once a private opinion."
—Ralph Waldo Emerson

To change the world, you have to believe that change is possible, and you have to know how to make change work. There is no better place to start that process than in your own life. If you know how to make personal changes, you can apply those techniques and principles to the world around you.

Have you ever wanted to get rid of a bad habit? Maybe you bite your nails. Perhaps you are habitually late with assignments, or you're grouchy and irritable in the mornings. Or perhaps you want to establish a good habit, such as practicing your musical instrument regularly or starting an exercise program.

Changing something about yourself can be difficult, but it can be done—if you develop a good *plan*. The activities in this chapter will help you make personal changes. And the kind of planning you use here can also be used when you plan for changes in the world around you.

WHAT DO YOU WANT TO CHANGE?

Start by brainstorming a list of things you would like to change about yourself. When you brainstorm, do not judge your ideas. Write down everything you think of. There will be plenty of time to choose the most important ideas later.

- First, write down some bad habits you would like to break:

- Now, what good habits would you like to establish?

- How would you like to change your relationships with other people?

- What new skills, abilities, or interests would you like to develop?

- What have you always wanted to do, but you were afraid to try?

- List anything else about yourself you would like to change.

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SELECTING A GOAL

You will succeed in changing only if you work toward a goal that is important to you. If you don't really care, all the planning in the world will not help you succeed. So it is vital to choose something you really want to do.

Now is the time to evaluate the ideas you have just listed in your brainstorming exercise. Here are some questions that will help you decide which goals are most important to you.

- Which three goals would be the most difficult to work on?
- Which three would be the easiest?
- Which three goals would be the most fun to work on?
- Which three goals are the most urgent—requiring immediate attention?
- Which three would make the biggest difference in you as a person?
- Which three would give you the most satisfaction to complete?
- Which three do you care about the most?

Look back at your answers. Now make your final judgment. Select the one thing about yourself that you most want to change.

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A Plan for Change

Deciding what you want to change is an important first step. But it is only the first step. To make a change happen, you must *plan* for it.

What should your plan include? Here are the basic elements:

Goal:

Every plan must have a purpose. The goal is what you are trying to achieve.

Steps:

These are the actions you take to reach your goal. Your steps must be specific, detailed, and complete. Break your plan into small parts, and specify the behaviors and activities that will help you hit your target.

Resources:

There is no need to go it alone. There are people, organizations, and sources of information that can help you reach your goal, no matter what it is. Include these resources in your plan.

Timetable or Schedule:

A timetable helps you stay organized and focused on your target. Your timetable should specify when you will carry out each of your steps. It gives you deadlines to meet, so you will know if you are on track to reach your goal. A schedule lets you know what you should do each day or each week and when you should do it.

Record:

Recording your progress helps you stay on track and gives you a way to monitor the effectiveness of your plan. A record lets you know if your plan is working or if changes are needed. Be specific about *what* you will record and *when* and *where* you will record it.

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Evaluation:

Every plan needs a method of measuring how close you have come to reaching your goal. The evaluation should be objective—that is, *measurable* in some way apart from your own opinion. Don't rely only on your own feelings—it's easy to fool yourself about your progress.

★ ★ ★

The following two elements may also be included in your plan if you think they will be useful:

Intermediate (Enabling) Goals: If your goal is large, far in the future, or especially difficult to achieve, it may be wise to try to reach it in stages. That way, you will have the satisfaction of reaching intermediate levels, and you will give yourself an important feeling of progress and success.

Rewards: Reaching your goal may be all the reward you need. But sometimes it may be helpful to include rewards for yourself as a part of your plan. If you think it will help to reward yourself as you accomplish each part of your plan, then you certainly should.

"All great changes are irksome to the human mind, especially those which are attended with great dangers and uncertain effects."

—John Adams

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Planning Tools

Here are two different techniques, or "tools," that can be used to help plan for change:

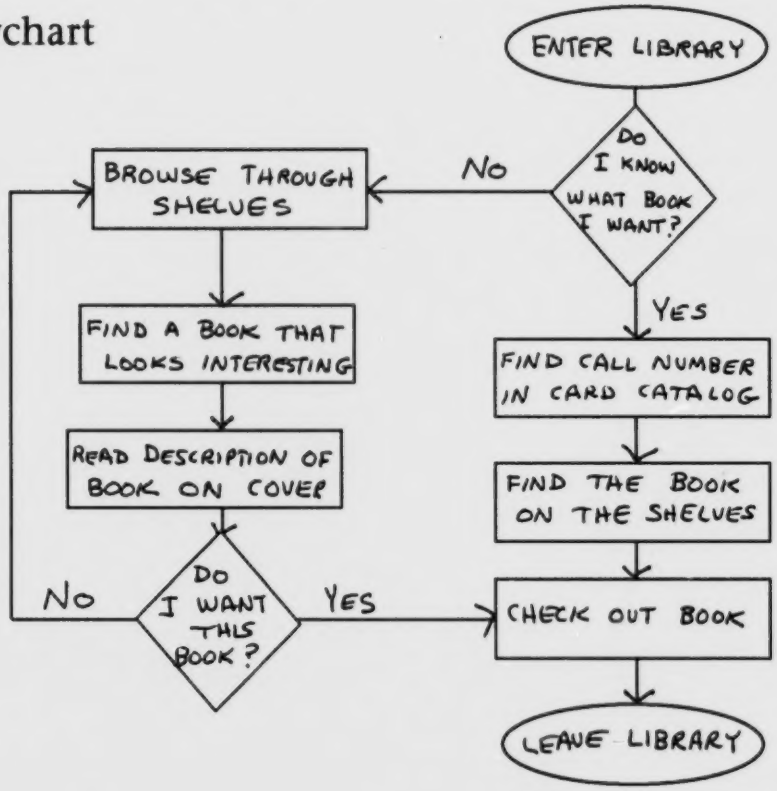
Flowcharts

A flowchart is a diagram that shows the step-by-step process used to reach a goal. Flowcharts use four basic symbols:

- ⬭ An oval shows the beginning or ending point of the process.
- ▭ Rectangles display each step or action in the process.
- ◇ A diamond represents a point where a decision or choice must be made.
- ➜ Arrows show the order in which the steps are carried out.

Flowcharts can be used to help organize any plan. Using a flowchart can keep you from skipping important steps in your plan. Here is a simple example of a flowchart for the process of choosing a library book:

Flowchart



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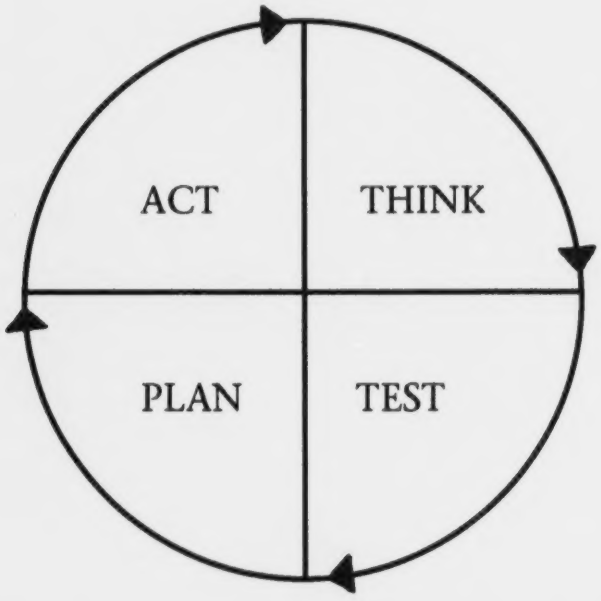
The TTPA (Think-Test-Plan-Act) Cycle*

The TTPA cycle can be diagrammed like this:



It is a continuous process of examining a problem, planning for change, using the plan, and then reevaluating your success. In the TTPA cycle, you start by thinking about the causes of a problem and possible solutions. Then, in the testing stage, you experiment, trying out your ideas and gathering information about the problem and its causes. Next, you study the results of your testing and plan actions that you think will improve the situation. Then you act to solve the problem.

Of couse, since TTPA is a cycle, the efforts don't stop there. Once you've taken action, it is important to evaluate the results. Then it's time to start again with more thinking about how to make your actions even more effective.

*The TTPA cycle is based on the work of W. Edwards Deming, who described this technique in his book *Out of the Crisis*.

Model Plans

Here are three examples of young people who need to change something in their lives. Their stories can serve as models for your plan.

Jack's Plan

After pulling and squeezing, and sucking in his stomach, Jack finally managed to close the button at the waist of his blue jeans. "Face it," he said to himself. "You're too fat." He walked to the mirror. What he saw made him feel disgusted. He was definitely overweight. His body looked flabby, and a little roll of fat hung over the waistband of his jeans. "I have to do something about this, before it gets any worse," he thought.

This wasn't the first time Jack had looked at himself in the mirror and decided that he needed to lose weight. He'd even tried to go on a diet once or twice. But he had never had any success. After a few days, he just let himself slide back into his usual patterns. "This time will be different," Jack thought. "This time I'm going to make a plan and stick with it. And I'm going to start right now."

Jack pulled out a notebook and started to write. Here is Jack's plan:

Goal:

To lose ten pounds in the next two months

Steps:

- Tell Mom and Dad I plan to lose ten pounds, so that they can help me eat differently.
- Check three books on weight loss out of the library and read them.
- Talk to Dr. Wells about what I should do to lose weight.
- Set up a regular diet, based on the books and doctor's suggestions.
- Take my own lunch to school instead of eating the school lunch.
- Exercise—Monday, Wednesday, and Friday walk for 45 minutes after school; Tuesday, Thursday, and Saturday ride my bicycle for 45 minutes.
- Eat only fruit for snacks between meals.

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Resources:

Mom and Dad

Dr. Wells

Diet books

Bicycle

Timetable:

Start dieting TODAY.

Talk to parents TODAY.

Go to library this Saturday.

Read diet books by April 25.

Talk to Dr. Wells by next Friday.

Weigh myself this evening and every Sunday evening from now on.

Record:

Keep a notebook with each day's meals and snacks written down, and each day's exercise.

Note my weight on a chart every Sunday.

Evaluation:

Weigh myself each Sunday to see if I'm losing pounds. If my weight is down to 175 by June 10, I will have met my goal.

Reward:

Buy myself a new shirt when I lose 5 pounds.

Buy myself a new denim jacket when I lose 10 pounds.

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Misty's Plan

As Misty was getting dressed, she realized that she was facing an important decision. She knew there would be alcohol at the party tonight, just as there had been at the party two weeks ago. And she knew someone would probably try again to convince her that it was all right to take a couple of drinks.

"Conviction is worthless unless it is converted into conduct."

—Thomas Carlyle

The Saturday before last, a couple of the boys had brought a case of beer to the party. Most of the kids drank at least one beer, and a couple of them got drunk. Misty and some of the other kids at the party didn't drink any beer, but they were teased the next week in school. Other kids said they were "chicken," that they "didn't know how to have a good time," that they should "loosen up."

The guy who was supposed to drive Misty and her friends home had been one of the drinkers. She and her friends had caught a ride with someone else, and fortunately, all the kids at the party had made it home safely. But Misty knew it could have been a different story. Last year a junior at her school had been in an accident after he had been drinking with some friends. Now he traveled from class to class in a wheelchair, paralyzed from the waist down.

Misty also knew it wouldn't be easy to resist the kind of pressure that she'd been getting from the kids at school. She could hear them already: "Come on, Misty. One drink won't hurt you"; "Don't be such a straight arrow!"; "You won't be the first person ever to drink a beer."

"If I'm going to stay away from alcohol tonight, I need to be ready," Misty thought. "I need a plan." She opened her journal. This is what she wrote:

Goal:

To resist peer pressure to drink at the party tonight (or any other night) without looking like a nerd

Steps:

- Tell Leslie and Steve right away that I'm not going to drink. They don't drink, either. They'll keep me company.
- Keep busy. Dance a lot and help Ginny serve food.

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- Don't go away from the main group with kids who I know will be drinking.
- Hang with the kids who aren't drinking.
- If someone offers me alcohol, say, "I don't feel like drinking tonight, thanks." If they keep on, say, "It makes me feel sick."
- Don't ride home with anyone who's been drinking. Period.
- Leave if kids at the party get sloppy.

Resources:

Leslie, Steve, and other friends

My willpower

Mom, if I get desperate for a ride

Schedule:

None

Record:

Record the results in my journal tomorrow.

Evaluation:

I'll be successful if I don't drink any alcohol.

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Antonio's Plan

For the past couple of months, nothing has seemed to go right at home for Antonio. Somehow, he just can't seem to get along with his parents. If they're not irritated because he hasn't cleaned his room or nagging him about finding a job for the summer, then they're after him to get better grades, or complaining because he spends too much time hanging out with his friends.

Antonio knows he's a good kid. He likes to have fun, but he's still responsible and trustworthy. Even so, sometimes it feels as though his parents don't trust him. They always seem to be checking up on him, restricting him, and refusing to give him the kind of freedom that a teenager his age ought to have.

Lately Antonio's father has been getting really angry with him, and Antonio has been shouting right back. They've been getting into one argument after another. Last week, his father got so frustrated he raised his hand to slap Antonio's face. Antonio stood there defiantly, and his father held himself back at the last moment. But they had almost come to blows.

Antonio loves his parents, and he realizes that his conflicts with them are getting out of hand. Even though he knows that it takes two to have an argument, Antonio believes he can take the responsibility to do something to get along better with his parents before things get any worse. He has to come up with a plan. This is what Antonio decides to do:

"A good example is the best sermon."

—Benjamin Franklin

Goal:

To get into fewer arguments with my parents

Steps:

- Use the TTPA method. I have already done a lot of the thinking part: I have identified the problem. Now I need to think about the best ways to reach my goal.
- Test: Keep careful track of when we get into arguments, and what each one is about. Figure out what subjects cause the most trouble.

(Antonio kept track of the arguments for one week, and then he studied his results and finished the cycle.)

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- Plan/Act: Do three unexpected favors for Mom and three for Dad each week. See if that helps us feel better about each other.
- Plan/Act: Don't ask for permission to do things as soon as Dad gets home from work. Wait until after dinner, when he's had a chance to relax.
- Plan/Act: Clean room and do yardwork without being asked.
- Plan/Act: Talk to the youth pastor at church about other ideas for getting along better with parents.
- Plan/Act: Talk to parents about being allowed more freedom and responsibility, and about how we can get along better.
- Think: Evaluate how my solutions have worked each week; see if I need to make any changes or try something new.

Resources:

Notebook

Reverend Simmons

Tools for cleaning and yardwork

Timetable:

Buy notebook today.

Clean room this evening after school.

Call church and make an appointment with Reverend Simmons tomorrow morning.

The evening of meeting with Reverend Simmons, sit down with Mom and Dad to discuss the problem with them.

Record:

Keep daily log of arguments, favors done, chores done.

Evaluation:

Count the number of arguments each week. My plan will be successful if I cut the number of arguments per week in half by the end of the month.

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YOUR PERSONAL IMPROVEMENT PLAN

You've seen how to plan for a change in your life. Now it's time to make one for yourself. Earlier you chose a goal—something you want to change about yourself. Now plan for that change.

Goal:

Steps:

Resources:

Timetable:

Record:

Evaluation:

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What If Your Plan Doesn't Work?

Sometimes plans fall through. You follow all the steps that you've set up, but you still don't meet your goal. Or you make a plan, but you don't stick with it. What's gone wrong?

Either you need to change your plan, or you've chosen the wrong goal.

Don't think of a plan as something chiseled into stone. Most plans will need changes as you work through them. For example, Misty may discover that Steve and Leslie don't come to the party, so she may need to find someone else who isn't drinking or go home. Jack might discover that he needs more help from his parents in having the right kinds of foods in the house, so he won't be tempted to break his diet.

If you're having trouble sticking to the plan that you've laid out for yourself, consider the possibility that you may be working toward the wrong goal. Unless you are working toward something you *really* want, achieving success will be terribly difficult. If that's the case, then choose a different goal.

"It is a bad plan that allows
for no modification."

—*Publius Syrus*

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2

FINDING YOUR ISSUES

"No army can withstand the strength of an idea whose time has come."

—Victor Hugo

We can't fix everything that's wrong with our world. But each of us can fix a little piece of it. The activities in this chapter will help you choose the part of your world that you should focus your activism on—your special cause.

ENVISION A PERFECT WORLD

No, the world isn't perfect. But suppose it were. Describe, in as much detail as you can, what you imagine a perfect world would be like.

- Look back at what you've written. What issues and concerns did you include in what you wrote?

- Make sure those issues and concerns are included as you complete the next activity.

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WHAT ARE YOUR CONCERNS?

You want to make our world a better place. But there is so much that needs to be done. Which issues should YOU work on?

The first step is to brainstorm. What's wrong with the world? What needs fixing? Make an inventory of all the different social issues you can think of. Take your time. Make as complete a list as possible. Check the newspapers and talk with other people to get ideas. Take a few days to think, if necessary. Wait until you have a complete list before you go on to make your choices.

Start with your own neighborhood, your school, your community.

- What are the problems there?

Now widen your horizons.

- List the problems facing your entire town, city, county, or state.

Widen your view even further.

- What problems concern our whole nation?

- And finally, think of problems that concern the entire world.

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THE BIRMINGHAM "CHILDREN'S CRUSADE"

In 1963, the leaders of the U.S. civil rights movement had chosen Birmingham, Alabama, as the next focus of their efforts for racial justice. Like other cities in the South, Birmingham was segregated. Black citizens were not permitted to use the same public facilities as white citizens.

In 1962, the U.S. government had ordered Birmingham to open its public facilities to people of all races. But rather than follow those orders, the city simply closed the facilities down. The civil rights protesters called a boycott of all the white-owned downtown Birmingham businesses.

There were some white political leaders in Birmingham who seemed ready to compromise, but others, led by Sheriff "Bull" Connor, refused to. Connor wouldn't allow the civil rights marchers to demonstrate. Hundreds were arrested on charges of demonstrating illegally, including Dr. Martin Luther King, Jr., and other leaders of the movement. Connor was determined to break the spirit of the demonstrators by keeping them in jail or forcing them to use all their financial resources for bail and court costs.

The civil rights activists chose a strategy to take advantage of Connor's plan. They decided to overload the Birmingham jails and courts with demonstrators so that city leaders would simply have to give in and give black citizens fair treatment. But getting arrested was a frightening possibility, because Southern jails were notorious for their harsh treatment of black prisoners. And the men and women of Birmingham had to work to support their families. They couldn't afford to stay in jail and perhaps even lose their jobs because they had been arrested.

One of the movement's leaders, James Bevel, realized that high-school students could make an important addition to the demonstrations because young people didn't have families depending on them for a livelihood. Many students were eager to join the fight for their civil rights. Protest leaders trained the students to respond nonviolently to police harassment and arrest.

On Thursday, May 2, hundreds of young protesters—including some as young as elementary school age—headed toward downtown. Six hundred of them were soon arrested by Connor's deputies and taken off to the crowded jail! Instead of a frightening experience, though, the protest became a proud and joyous celebration for the young activists. The jail was filled with singing. The children's arrests energized the adult protesters and made them even more determined to win in Birmingham.

On May 3, more young people joined the crusade, marching toward downtown Birmingham in small groups. There was no room in jail so instead of trying to arrest them, the authorities tried to chase them away with high-powered water hoses. News cameras took pictures of boys and girls being blasted against walls or rolled down the street by the water. Then police brought out dogs to clear a park where the young demonstrators had gathered. One photographer took a picture of a police dog severely biting a neatly dressed young man who was merely watching the protest.

The pictures of Birmingham's treatment of the children went around the world. Stories were broadcast on the national news. Many people around the country were outraged by the way the children were treated.

The demonstrations continued. They were reported on the front page of the *New York Times*. Financial contributions to the campaign came in from around the country. More and more of Birmingham's older people were inspired to join the children in the walks downtown and to jail. By evening, there were 2,500 people in the Birmingham jail. "Never in the history of this nation have so many people been arrested for the cause of freedom and human dignity," King said.

The following Tuesday, thousands of black Birmingham residents, young and old, flooded downtown. Authorities could make no arrests—there was no room in the jails. The demonstration became a celebration but, unfortunately, included a violent confrontation between protesters and fire fighters and police officers armed with high-powered water hoses. Nevertheless, the victory was won. The white business leaders of Birmingham soon signed an agreement to desegregate downtown. Facilities were to be opened to all races within sixty days.

The Birmingham victory was a turning point in the civil rights movement. And the turning point of the Birmingham campaign was the action of the thousands of children who were brave enough to risk the terrifying prospect of jail to fight for freedom.

★ ★ ★

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Partial Listing of Social Concerns

If you have trouble completing your inventory of issues, here are some concerns that other activists are working on. This is only a partial listing, of course, but it may help you fill out your own catalog of choices.

Abortion
Acid rain
AIDS
Air pollution
Alcohol abuse
Animal rights
Apartheid
Capital punishment (death penalty)
Central American conflicts (El Salvador, Nicaragua, Guatemala)
Child abuse/neglect
Children's rights
Civil rights
Corporal punishment (in schools)
Crime
Death with dignity (euthanasia)
Deforestation
Diseases other than AIDS (cancer, MS, heart disease, etc.)
Drug abuse
Drunk driving
Education
Endangered species
Energy conservation
Environmental protection
Equal rights for minorities
Equal rights for women
Freedom of speech
Gay/lesbian rights
Global warming (greenhouse effect)
Gun control
Health care
Historic preservation
Homelessness
Housing
Human rights
Hunger
Immigration
Israeli-Palestinian conflict
Literacy
Litter
Marine mammals (whales, dolphins, seals)
Militarism
Northern Ireland conflict
Nuclear energy
Nuclear waste
Nuclear weapons
Nutrition
Population control
Poverty
Prison reform
Racism/race relations
Rain forest preservation
Refugees
Religious freedom
Religious tolerance
South Africa
Spouse abuse
Toxic wastes
Violence in the community
Violence in the schools
Voter registration
War
Waste disposal
Water pollution
World peace

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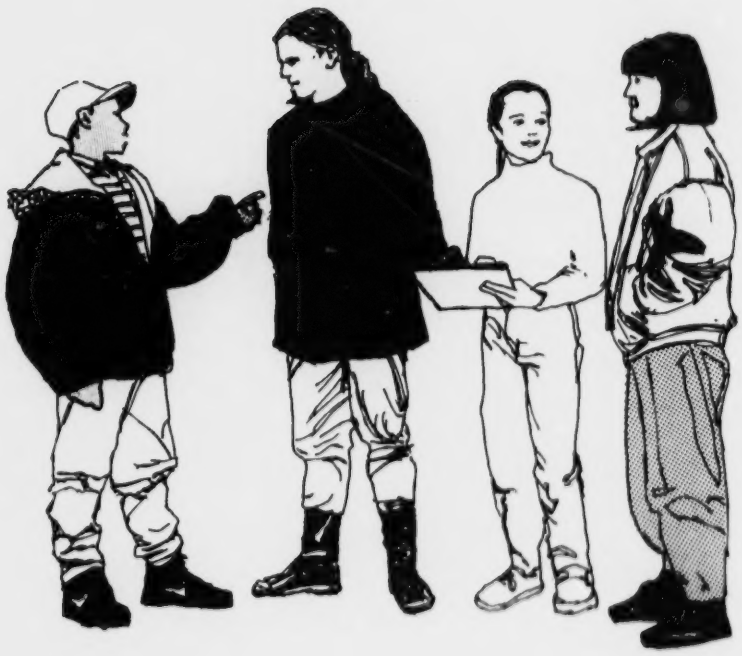
GET INPUT FROM OTHERS



Now that you've listed your concerns, it may be useful to find out what other people think. Hearing their opinions can help you clarify your own thoughts.

Choose three or more people whose opinions you respect. Make sure you select a variety of people: men and women, adults and young people, people from different ethnic backgrounds, and so on.

Briefly interview each person. Show them your list of issues. Then ask them to choose the three issues they consider most important, and to give the reasons for their choices.

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Interviewee:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

Interviewee:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

Interviewee:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

Issue chosen:

Reasons:

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SETTING YOUR PRIORITIES

No one has time to work on every important issue. If you spread yourself too thin, you won't be effective. Instead, concentrate your energy on one or two issues. This exercise will help you decide which issues are the ones for you.

Look back at the list of concerns you brainstormed as you answer the following questions.

- Which three issues would be the most interesting to work on?
- Which three issues do you consider the most urgent—requiring immediate attention?
- Which three issues do you find the most frightening?
- On which three issues do you think you could have the greatest effect?
- Which three issues have the greatest effect on you?
- Which three issues do you consider most important to your community?
- Which three issues do you consider most important to the world as a whole?
- Which three issues did you think of first?

Look back at your answers. Now select your cause—the issue or issues that would be the best choice for YOU to work on.

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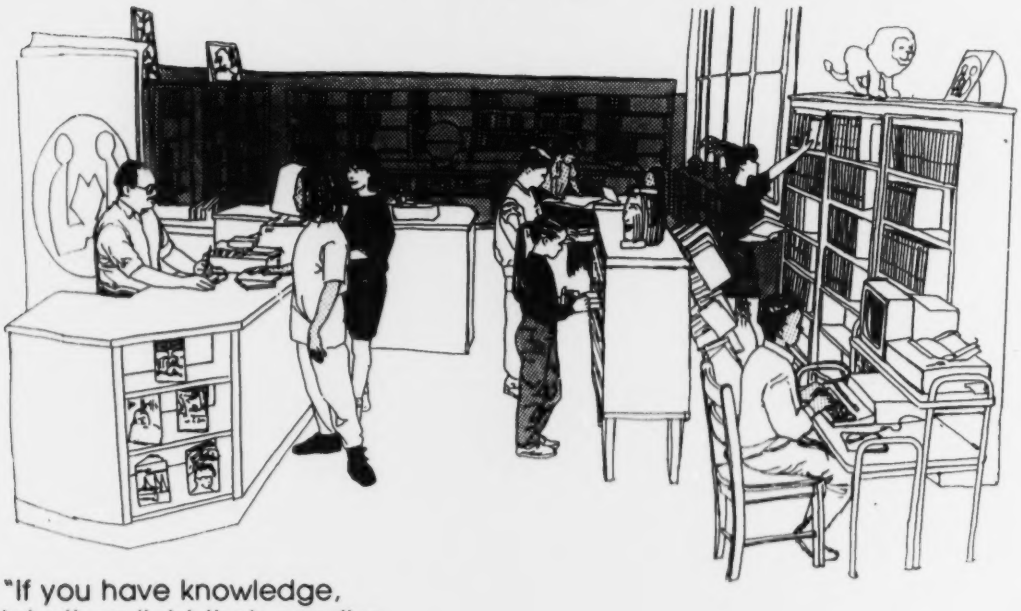
3

BECOMING AN EXPERT
Researching Your Issue



"If you have knowledge, let others light their candles at it." —*Thomas Fuller*

It has been said that knowledge is power. The more you know about an issue, the easier it will be to decide where you stand and to make a difference. Knowledge will help you speak confidently to other people. You will be able to argue convincingly in favor of your viewpoint and to answer the arguments of people who have an opposing view. Knowledge also will help you choose the best approach to create the changes you seek. Therefore, your first step is to get to know the facts about your issue—and the opinions about those facts. And that means research.

Don't be frightened away. "Research" doesn't just mean spending long hours in the library—although the library is a great place to begin. There are also other ways to find the information you need. No matter how you do it, collecting information about your issue will build a strong foundation for whatever actions you decide to take later.

WHAT DO YOU ALREADY KNOW?

ISSUE: _____

List some of the most important facts about this issue:

- What recent news events involved this issue?

- In what ways do people disagree about this issue?

- What point of view do most people currently support?

- What national organizations are focused on this issue?

- In what ways is this issue a concern in other countries?

- How has this issue affected state and local events?

- What state, national, and international leaders are concerned with this issue?

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Becoming Informed

When you're ready to research your issue, the library is the place to start. But library research can be a big job. So break your research into three levels. Each level will take you deeper into the pool of information and ideas about your issue. How deep you go is up to you.

Level 1

Level 1 research is the easiest information to find. Always start by looking for basic background information and a summary of the most important points. Understanding the background of the issue will help you understand more complicated ideas as your research goes deeper.

Look for level 1 information in

- Encyclopedias
- Specialized encyclopedias
- Textbooks
- Other reference books

Level 1 research should take only a few hours. You won't be an expert when you finish, but you'll have a much better understanding of the basic information you will need to understand level 3 ideas.

"To conquer fear is the beginning of wisdom."
—Bertrand Russell

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Level 2

Level 2 research gives you information that is more detailed and more up-to-date. It also takes you further into areas of disagreement. You may even find that some authors disagree about "facts." You'll have to read carefully and thoughtfully. Look for the most reliable sources of information as you form your own opinions.

Look for level 2 information in

- Books (use the card catalog)
- Newspaper articles (some newspapers are indexed)
- Popular news magazines, such as *Time* or *Newsweek*
- Other magazines (use the *Reader's Guide to Periodical Literature*)

Level 2 research will take more time than level 1, but soon much of the information will become familiar to you. As you are reading, you may find yourself thinking, "Hey, I already know that!" When you reach that point, you are close to becoming an expert, and it's time to move on to level 3. But first, find out what you know after your level 2 research.

"Zeal without knowledge is a runaway horse."
—W. G. Benham

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WHAT DO YOU KNOW NOW?

ISSUE: _____

List some of the most important facts about this issue:

- What recent news events involved this issue?

- In what ways do people disagree about this issue?

- What point of view do most people currently support?

- What national organizations are focused on this issue?

- In what ways is this issue a concern in other countries?

- How has this issue affected state and local events?

- What state, national, and international leaders are concerned with this issue?

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Level 3

Level 3 research lets you consider opinions. What do the experts think about the issue and why?

The best way to sharpen your knowledge of an issue is to be prepared to answer the arguments of someone who disagrees with you, so when you're reading, make sure to read opposing viewpoints too.

Pay close attention to the *reasons* for writers' opinions. And be careful as you read. Writers who are trying to convince you of something may "bend" the facts or leave out information that doesn't support their opinion. Authors' opinions and assumptions can even affect how they understand the facts.

This can be tricky stuff! Think about the abortion debate, for example. Even the names that groups use for themselves and their opponents must be considered carefully. People who oppose abortions call themselves "pro-life" rather than "anti-abortion." But people on the other side are certainly not "anti-life." "Pro-life" advocates often claim that abortions kill babies, even though a two- or three-month-old fetus is by no means a baby. On the other hand, although a fetus is not a baby, it certainly *is* alive. "Pro-choice" advocates focus on a woman's right to control her own body and have safe medical treatment, but they sometimes avoid the moral question of ending a fetus's life.

Look for level 3 material in

- Newspaper editorials
- Brochures and booklets from advocacy groups
- Newspaper and magazine columns
- Magazines that specialize in articles of opinion, such as *Nation, Commentary, National Review,* or *New Republic*

Remember that the writers of these materials want you to agree with them, so the information they give you will present their point of view in the best possible light.

How can you tell when your research is completed? When you know enough to disagree with the experts—and to give *good reasons* for your disagreement—then maybe it's time to consider yourself as something of an expert, too.

"To understand is hard. Once one understands, action is easy."

—*Sun Yat-sen*

Of course, new information is always on the way. If you want to remain an expert, you'll have to keep up with the latest facts and theories.

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TAKING A STAND

After completing your level 3 research, summarize what you've learned.

ISSUE: _____

- In your own words, describe one point of view about this issue:

- What are the strongest arguments that support this point of view?

- List any facts or events that support this viewpoint.

- In your own words, describe an opposite point of view about this issue:

  What are the strongest arguments that support the opposing point of view?

  List any facts or events that support the opposing viewpoint.

  Which point of view do you support and why?

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Create Your Own Reference File

Having the information you need at your fingertips is a great help as you work. Some people love research. If you are one of those people, you can turn that work into a tool for action by creating your own reference library as you go.

Your reference library could include:

- A bibliography, listing all the books about your issue that you discover in your research. In addition to the title, include the author, city of publication, publishing company, and publication date. A few words about the content, viewpoint, and reading level of each book will remind you how the book can be helpful when you look back at your list months or years later. You don't have to own the books, as long as you know where to get them.
- A clip file of news reports, magazine articles, and editorials about your issue. If possible, store these items in a systematic way. Separate them into file folders by categories. That way they'll be easy to find when you need them.
- A collection of booklets, brochures, and leaflets from organizations that are concerned with the issue.

This collection of material will come in handy when you write your own leaflets, newsletters, letters to the editor, or news releases. It will give you easy access to facts and opinions, and it will give you ideas for the best ways to state your own arguments.

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Global Issues, Local Effects

Think globally, act locally has become a phrase activists often use. It means that while it's important to understand your issue and all its worldwide effects, changes will come about through the efforts you make in your own community. The world is just too big to change all at once. But it takes only a few people to change a neighborhood, a school, or a town. And if every neighborhood has people working for a change, then the whole world can become a better place.

No matter what issue you choose, it undoubtedly has effects on your community. And it's those local connections that will help you get other people in the community involved.

Other Research Techniques

Public Opinion Surveys

If you want to influence public opinion about an issue, it's important to know what the public is already thinking. One way to do that is by taking an opinion survey or poll. A poll can serve a double purpose: it can tell you what the public thinks about your issue, and it can also bring that issue to the public's attention as you ask your questions.

Surveys can be done in a variety of ways—with written questionnaires, over the telephone, or by asking people questions in person. For more ideas on conducting a survey, see page 80.

"It doesn't take a majority to make a rebellion; it takes only a few determined leaders and a sound cause."

—*H. L. Mencken*

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HOW DOES YOUR ISSUE AFFECT YOUR COMMUNITY?

ISSUE: _____

- What local organizations are concerned with this issue?
- What local organizations take an opposing viewpoint on the issue?
- What local group(s) of people does this issue affect the most?
- In what ways does this issue affect local politics?
- How does it affect government funding of local projects?
- In what ways does it affect local business?
- How does it affect local consumers?
- In what ways are local religious organizations involved with the issue?
- How are local educational institutions involved with the issue?

Look back at your answers, and answer one last question:

- What local organizations and institutions are not now involved with your issue but do have a real reason to get involved?

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Interviews with Local Activists

"You can preach a better sermon with your life than with your lips."
—*Oliver Goldsmith*

There are people who already know a lot about your issue. Chances are good that someone in your community shares your interest. If you can locate such a person, he or she can serve as a terrific shortcut for your research. Don't hesitate to contact a local expert. You're not "cheating" in your research if you get this kind of help.

Your local contact can explain his or her viewpoint on the issue, suggest the best books and articles to read, and put you in contact with other people and organizations that can give you even more information. For more ideas on interviewing local activists, see page 60.

Corresponding with Organizations

"Never doubt that a small, highly committed group of individuals can change the world; indeed it is the only thing that ever has."
—*Margaret Mead*

One of the best ways to get information is to ask local or national organizations for help. For almost any issue you choose, there will be one or more national advocacy groups working for change. These groups publish brochures, booklets, newsletters, books, and even videotapes to inform the public about the issue and their viewpoint. You might also find a local organization focused on your issue.

To find these organizations, you might start looking in these places for leads:

- The public library. In their reference sections, most libraries have huge directories listing organizations and associations. One such reference is the *Encyclopedia of Associations*, published by Gale Research of Detroit, Michigan. This directory lists organizations, large and small, that focus on almost any issue you can imagine. It's indexed by issue as well as by organization names. Ask the reference librarian for help if you get stuck.

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- The telephone book. Local organizations will be listed there. Local organizations will be able to give you addresses and phone numbers of their national parent groups.
- The Washington, D.C., New York City, Los Angeles, and Chicago telephone books. If there are organizations focused on your issue, chances are their national headquarters, or at least a large chapter, will be located in one of our major cities.
- The local Chamber of Commerce. This local business group usually keeps a list of most organizations in the community.
- Other people you know who have an interest in your issue. They probably can put you in touch with an organization or at least with other individuals who can give you further leads. This is sometimes called "networking."

Once you've located an organization, simply call or write to ask for information.

"If you want peace, work for justice."
—Pope John Paul VI

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Learning about the Long Tradition

Trying to make the world a better place is nothing new. Even in biblical times, people worked to improve the lot of humankind. Remember the story of Moses struggling to set the Israelites free, or the story of the Good Samaritan?

Closer to our own time, many European colonists came to the New World to create a better society—one with greater religious freedom. The early patriots—men like Samuel Adams, Benjamin Franklin, and Thomas Jefferson—were activists who believed that people could govern themselves without the rule of aristocrats.

For more than two hundred years, much of U.S. history has been the struggle of one group after another for justice and a better life for themselves and others. Consider this list: the abolition of slavery, voting rights for women, better wages and working conditions for workers, free public education for all children, an end to child labor, civil rights for minority groups. These are a few of the changes that came about in the U.S. through the efforts of citizen activists.

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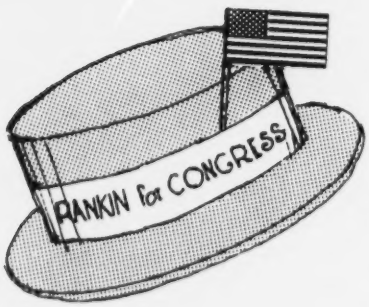
If you become an activist yourself, it is important to know that you're not alone. There is a long and courageous tradition of activism both in this country and throughout the world. You'll be following in the footsteps of some of the most respected men and women humanity has known. You'll also be following the footsteps of thousands of ordinary citizens—men and women who saw something about their world that needed changing and who worked to change it.

One book can't begin to tell about all these people. But the few stories that follow may whet your appetite to learn more.

Jeanette Rankin



On a chilly winter day in 1968, an eighty-seven-year-old woman led a march of five thousand women to the steps of the U.S. capitol in Washington, D.C. The marchers were there to protest U.S. involvement in the war in Vietnam. But their leader had been there before.

Jeanette Rankin was the first woman elected to the United States Congress. Rankin grew up in Missoula, Montana, the daughter of a building contractor and rancher. In 1912, after several years of work in the women's suffrage (right to vote) movement, she became field secretary for the National American Women's Suffrage Association. In 1916 she ran as a Republican and won the election to become Montana's congressional representative. She was thirty-six years old at the time.

When she went to Congress in 1917, Ms. Rankin introduced a bill to allow women to become citizens independently from their husbands. She supported health-care education for pregnant women and mothers of young children. But Congresswoman Rankin became best known for her efforts against war.

In 1917, President Wilson asked Congress to declare war against Germany and her allies. Only forty-nine members of Congress voted against war. Ms. Rankin was one of them. She spent many hours worrying about her decision. Many of her male colleagues in the House tried to convince her to vote for a declaration of war. But when it came her turn to vote, she stood up and said, "I want to stand by my country, but I cannot vote for war. I vote 'no'."

"There will be no peace until the individual citizen wants it, seeks it, and works for it."

—Confucius

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That vote cost her her seat in Congress. When she ran for re-election in 1918 she was defeated. She went back to work for peace issues and women's rights. During the 1930s she traveled around the country making speeches for the Women's International League for Peace and Freedom. She spoke in favor of U.S. neutrality and lobbied against war profiteering.

Amazingly enough, Congresswoman Rankin had a second opportunity to make her pacifist feelings known in the halls of Congress. In 1940 World War II had already begun in Europe, but the United States was not yet a combatant. Jeanette Rankin ran for Congress again as an antiwar candidate. And again, she was elected.

On December 8, 1941, Congresswoman Rankin stood alone in voting "no" to a declaration of war against Japan. Her vote was very unpopular, and visitors in the gallery booed her loudly. "As a woman, I can't go to war," she said, "and I refuse to send anyone else." When she left the chamber, she was forced to hide from angry spectators who actually threatened to harm her. In addition to being the first Congresswoman, Jeanette Rankin was the only member of Congress to vote against U.S. participation in both World War I and World War II.

For the rest of her life, Congresswoman Rankin was active in the feminist and antiwar movements. The antiwar march she led in 1968, sponsored by Women Strike for Peace, was called the "Jeanette Rankin Brigade" in her honor. Many people consider her one of the great heroes of U.S. activism. Even at an age when most people have long since retired, Jeanette Rankin was proclaiming her beliefs that all people should be treated with equal dignity and that armed combat is not the way to settle disputes between nations.

A. Phillip Randolph

Almost everyone has heard Martin Luther King, Jr.'s famous "I Have a Dream" speech. But how many of us have heard of A. Phillip Randolph, the man who brought Dr. King to Washington, along with over two hundred thousand marchers and many other noted speakers?

A. Phillip Randolph was the chief organizer of the March on Washington for Jobs and Freedom that took place on August 28, 1963. But that was only one effort in a lifetime of work for justice and equality for African-Americans.

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"Injustice anywhere is a threat to justice everywhere."
—*Martin Luther King, Jr.*

Asa Phillip Randolph was born in 1889 in Crescent City, Florida. His family was poor. To help with expenses, he worked at odd jobs. While he was in high school, he loaded rail cars and laid rails and cross ties—backbreaking work. Later he moved to New York and worked as a writer while he continued his education.

At that time, people did much of their long-distance travel by rail. They traveled in sleeping cars operated by the Pullman Company. African-American porters and maids provided domestic services for the overnight travelers. These workers were underpaid and poorly treated. They were forced to depend on tips from passengers for much of their income and had to work an average of four hundred hours a month.

In 1925, Randolph called a meeting in Harlem to start a union of these workers, and he was elected president. The new union was called the Brotherhood of Sleeping Car Porters.

Starting the union was no easy task. The Pullman Company refused to talk with the union. It hired detectives to spy on and harass union members. Workers who joined were sometimes fired. But by 1928, more than half the porters and maids had joined. A few years later, after many legal battles, the new union was officially recognized as the representative of the sleeping-car workers. By 1937 the Pullman Company was forced to give its employees raises, shorten their working hours, and pay them for overtime.

Randolph wasn't satisfied with justice only for his union members. He wanted just treatment for all African-Americans. When the United States entered World War II, African-Americans were treated unequally in both military and civilian jobs. Randolph organized a march on Washington to call attention to the problem. Rather than face a mass demonstration in the nation's capital, President Franklin Roosevelt decided to ban racial discrimination in defense industries. The president also created the Fair Employment Practices Committee, which was supposed to correct any injustice in hiring or promotions. Randolph then called off the march.

After the war, the U.S. military was still segregated. African-American and white soldiers were placed in separate units. Randolph helped organize a campaign to integrate the armed forces. He told the Senate Armed Services Committee that African-Americans would no longer be willing to "fight another war for democracy—a democracy they have never gotten." As a result of this pressure, President Truman ordered "equality of treatment and opportunity for all persons in the armed forces" in 1948.

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In his later years Randolph received many honors and continued to work for civil rights. He was the first African-American vice-president of the AFL-CIO, the nation's largest labor organization. He spent much of his time organizing support for the growing civil rights movement, including organizing the famous march on Washington.

1963 marked the one-hundredth anniversary of the Emancipation Proclamation, but the U.S. Congress was dragging its feet on a civil rights bill. "Politicians don't move unless you move them," Randolph said. Even though he was in his mid-seventies, Randolph took the lead in organizing the huge March on Washington for Jobs and Freedom. The rally was a turning point in the civil rights movement and a climax in Randolph's own career.

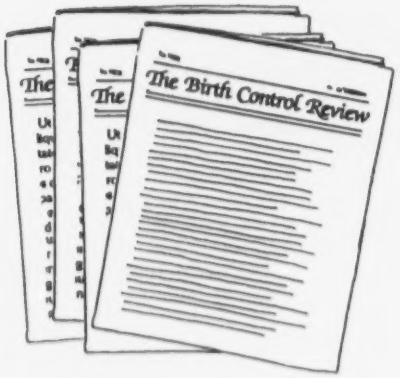
At the rally, Randolph gave the opening speech and introduced the other speakers, including Dr. King. In his speech, Randolph said that the march was "a new beginning, not only for the Negro but for all Americans, for personal freedom and a better life." Thanks in great part to the dramatic pressure of the gigantic, peaceful march, Congress passed a bill protecting the civil rights of all Americans within a year.

A. Phillip Randolph died in 1979.

"Peace is not the absence of conflict, but the presence of justice."

—Martin Luther King, Jr.

Margaret Sanger



In 1900, when nurse Margaret Sanger got married, women were second-class citizens. They couldn't vote, most were economically dependent on their husbands, and they couldn't get medical information about their own reproductive processes.

Margaret Sanger's mother had died an early death after struggling to raise eleven children. In her nursing work in New York City, Ms. Sanger saw many other women in similar desperate situations. She saw young women whose steadily growing families were doomed to lives of poverty and want. And she saw women die as the result of botched attempts at abortion.

In 1912, Margaret Sanger gave up her nursing career. She realized that nursing would not relieve the misery she saw around her. Instead, she was

AARON ROBERTS

What would happen if a young child were injured at a time when she was away from her parents—at a day-care center or school, perhaps? Young children may not know the name and phone number of their family doctor. They probably don't know if they are allergic to any medicines and might not be aware of other medical conditions that a hospital must know about before treating them. To make matters worse, hospitals can't even treat children without their parents' consent.

In 1988, thirteen-year-old Aaron Roberts of Kemmerer, Wyoming, was looking for a service project to complete one of the requirements for the rank of Eagle Scout. He happened to read a magazine article that described a clever invention called the Wager Lifesaver, named for the California man who invented it, George Wager.

Wager had heard about a young boy who had died after being hit by a car, partly because the hospital couldn't find the child's parents to get permission to treat him. Wager realized that if children carried a permanent ID tag with medical information and a signed parental consent form, time and lives could be saved. He created the Lifesaver Tag, a waterproof, nonerasable label that can be sewn into clothes or attached to shoelaces.

Aaron knew the Lifesaver Tags would be a great idea for his community service project. He wrote away for the tags and started making arrangements to distribute them to the parents of young children. Aaron wrote up information papers about the tags for parents to read. He delivered copies of the papers and tags to local day-care centers. Aaron also got permission to distribute the tags at three local elementary schools.

Aaron didn't stop there. He wrote an article for the local newspaper explaining the Lifesaver Tag program. He also arranged to distribute more of the tags at the local supermarket. Aaron made posters advertising the program and put them up around town. With the help of four other boys, Aaron handed out three thousand Lifesaver Tags.

Aaron's project caught the attention of several national organizations. He was featured on the "Kids Did It" page of *National Geographic World* magazine. And he also made an appearance on the Family Channel cable TV network. More than a year after Aaron's project was completed, people are still contacting him to get more Lifesaver Tags. And there's no doubt that the young children of Kemmerer, Wyoming, are a little bit more secure because Aaron Roberts took the time to think about their safety.

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determined to get to the root of the problem. And for her, that meant getting reliable birth control information to women. "No woman can call herself free," she said, "until she can choose whether she will or will not be a mother."

But Sanger couldn't just pass out the needed information. At the time, a federal law known as the Comstock Act classified birth control information as obscene. Even though many people disagreed with the law, very few were willing to challenge it and risk going to prison. Almost alone, Margaret Sanger took on the challenge.

Sanger started a magazine, *The Woman Rebel,* which called for making birth control available to women. In 1914 she also started the National Birth Control League. As a result of her writings, she was charged with violations of the law that could have put her in jail for forty-five years! Just before her trial, Sanger left for Europe to study birth control practices there. Eventually the charges against her were dropped. Nevertheless, she suffered through difficult, lean times. To many people in the United States, sex was a taboo subject. They shunned someone who talked so openly about it. It was difficult to find funding for her controversial cause.

When she returned to the United States, Sanger decided to challenge the laws by opening a birth control clinic in New York. Authorities closed the clinic, and she and her sister were sentenced to thirty-day prison terms for creating a public nuisance. At her trial, she was offered her freedom in exchange for a promise not to break the law again. "I cannot promise to obey a law I do not respect," she said. Later, a higher court gave the Sanger sisters a great victory. It ruled that doctors could legally give birth control information to patients.

Margaret Sanger came to believe that public education about birth control was the next step. So she founded and edited *The Birth Control Review.* She also started the American Birth Control League and another organization that did medical research on birth control. Those two organizations later merged to become what is now known as Planned Parenthood.

Sanger continued to organize both national and international conferences on birth control and overpopulation issues. She also wrote a number of books on birth control and sex education, as well as two autobiographies. In her later years, Sanger promoted research to find more effective birth control measures. Before her death in 1966 she even saw a U.S. president, John Kennedy, support birth control assistance as a part of U.S. aid to foreign countries.

As a result of Margaret Sanger's efforts, countless thousands of unwanted pregnancies have been avoided. Women's lives are no longer tied to endless motherhood, and birth control information is now available throughout this country and in much of the world.

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The Nuclear Test Ban

The stories you've just read have told you about individuals who changed the world through their actions. Each one was a special person. But you don't have to be a hero to change the world. Each one of us can make a contribution. Here's one more story that proves just that:

After the Second World War, scientists and military technicians from the United States and the Soviet Union began a mad race to develop more and bigger nuclear weapons. Each new warhead had to be tested, and most of that testing was done above ground. The weapons developers would set their newest bomb up on a tower in the desert or on a Pacific island or in the uninhabited lands of Siberia and explode it.

Many citizens of the world were horrified by the nuclear arms race. The weapons were becoming more numerous and more dangerous. Where would it all end? Environmental scientists discovered that each test was throwing thousands of tons of radioactive particles high into the atmosphere. Sooner or later, the radioactive dust settled back to Earth. It was called radioactive fallout. The fallout landed on grass and on crops and found its way into the food chain.

"Let the people know the facts and the country will be saved."

—Abraham Lincoln

By the thousands, citizens around the world began to complain about the fallout and the nuclear tests that were causing it. Scientists from both sides in the cold war began meeting to discuss the dangers of nuclear weapons. People wrote books and articles about the problems, signed petitions, held rallies and marches, and wrote letters to their congressional representatives. The political pressure to do something about nuclear testing was intense.

President Eisenhower listened to public opinion. He began talking about a test-ban treaty with the Soviet Union. But then there were disturbing events—harsh Soviet treatment of Hungarian freedom fighters, a U.S. spy plane shot down over Russia. Relations between the Soviet Union and the United States turned chilly again.

In 1961, the United States and the Soviet Union came close to nuclear war during the Cuban missile crisis. More than ever, citizens wanted to control the arms race. And new scientific evidence showed one type of fallout—strontium 90—was turning up in the baby teeth of children. That meant it was also in their bones. The fallout was entering their bodies in the milk they drank. Parents were afraid that their children would develop cancer as a result of the radioactivity.

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Pressure from the American public and from people around the world was too much for the politicians to resist. President Kennedy ordered his negotiators to reach an agreement with the Soviets. After years of stalling, the two countries came to an agreement within three months.

In 1963 Presidents Kennedy and Khrushchev signed the Partial Test Ban Treaty. Over one hundred other nations also signed the treaty, agreeing not to test nuclear weapons above ground, in the oceans, or in outer space. Only underground nuclear tests were allowed.

The treaty has been a great success. It has never been broken by any of the countries that signed it. The world is a healthier place because radioactive fallout from the tests is no longer a problem. This treaty would never have come about without the political actions of the millions of mothers and fathers around the world who wanted to help themselves and their children.

Hot Leads

Do you want to learn more about the long, proud story of activism in the United States and the world? The following lists will help. None is intended to be complete—they are starting places only, to help you broaden your knowledge of an often neglected part of history.

Activists

These activists have changed the world with their deeds. Start your research with any one of the people mentioned, and it will lead to others—other people, other movements, other great ideas.

Ralph Abernathy
Samuel Adams
Jane Addams
Muhammed Ali
Saul Alinsky
Susan B. Anthony
Roger Baldwin
Thomas Banyaca
Daniel Berrigan
Phillip Berrigan
Mary McLeod Bethune
Stephen Biko
Elizabeth Blackwell
Julian Bond
David Brower
Ralph Bunche
Elihu Burritt
Stokely Carmichael (Kwame Toure)
Carrie Chapman Catt
César Chávez

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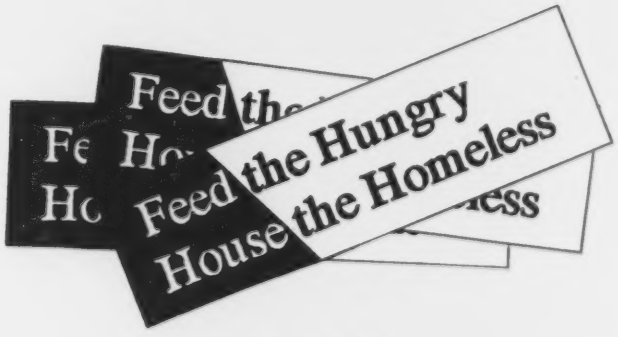
Shirley Chisholm
Septima Clark
Prudence Crandall
Clarence Darrow
Dorothy Day
Eugene V. Debs
David Dellinger
Barbara Deming
Dorothea Dix
Frederick Douglass
W. E. B. DuBois
Marian Wright Edelman
Albert Einstein
Daniel Ellsberg
Medgar Evers
James Farmer
John Henry Faulk
Randall Forsberg
Saint Francis of Assisi
Benjamin Franklin
Mohandas Gandhi
William Lloyd Garrison
Marcus Garvey
Emma Goldman
Samuel Gompers
Dick Gregory
Angelina & Sarah Grimke
Woody Guthrie
Fannie Lou Hamer
Dag Hammarskjold
Joe Hill
Seymour Hirsch
Abbie Hoffman
Myles Horton
Anne Hutchinson
Jesse Jackson
Mother Mary Jones
Barbara Jordan
Coretta Scott King
Martin Luther King, Jr.
Janos Korczak
Robert La Follette
Mickey Leland
John Lewis
John L. Lewis
Albert Luthuli
David McTaggart
Nelson Mandela
Wilma Mankiller
Thurgood Marshall
Peter Maurin
Samuel May
Russell Means
Chico Mendes
Clarence Mitchell
Maria Montessori
Lucretia Mott
A. J. Muste
Florence Nightingale
Thomas Paine
Olaf Palme
Rosa Parks
Alice Paul
Linus Pauling
Jim Peck
William Penn
A. Phillip Randolph
Jeannette Rankin
Paul Robeson
Eleanor Roosevelt
Bertrand Russell
Bayard Rustin
Anwar Sadat
Andrei Sakharov
Margaret Sanger
Albert Schweitzer
Mitch Snyder
Benjamin Spock
Elizabeth Cady Stanton
Helen Suszman
Mother Teresa
Henry David Thoreau
Leo Tolstoy
Sojourner Truth
Harriet Tubman
Desmond Tutu
Lech Walesa
Maggie Walker
Raoul Wallenberg
Ida Wells-Barnett
Floyd Westerman
Elie Wiesel
Simon Wiesenthal
Roy Wilkins
Andrew Young
Ziltgunt Zassenhaus



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SERA—GLENWOOD MIDDLE SCHOOL

In October 1989, a student at Glenwood Middle School was killed in a bicycle accident. He was the third young person to be killed in Howard County in three years. In memory of their friend, a group of about thirty-five Glenwood students decided to make bicycle safety their project for the year. They named themselves SERA, Safety Education for Recreational Activities.

The plan that the SERA students created had three parts: to increase public awareness of bicycle safety, to teach elementary and middle-school students about safety techniques, and to lobby the county government to enforce or improve safety rules on local roads. As SERA member Linnet Cochrane says, "We didn't want any of our other friends to get killed."

The SERA students didn't try to do everything at once. They took the time to organize themselves into groups, research the bicycle safety problem, and plan how to attack it. With the help of their teachers, Dianne Wells and Mark Vinje, they learned about techniques for lobbying and affecting public opinion. They carefully laid out a step-by-step strategy to make cycling safe in Howard County.

In their research, the students learned about safe riding techniques. They discovered that about 600 young people are killed each year in bicycle accidents in this country. And they found out that bicycle helmets could save many of those lives—lowering the risk of head injuries by as much as 85 percent. In a survey of their classmates, they found that 84 percent of Glenwood students owned bicycles, but only 24 percent of those bike owners wore helmets when they rode.

The SERA students wrote and produced a video on bicycle safety. The video showed kids how to check their tires, brakes, and seat adjustment, and how to select the right helmet. It warned students against riding with headphones on, riding double, or racing on busy roads. SERA then used the video in safety training sessions for the students at their school and at local elementary schools.

SERA also planned and held a Saturday bicycle safety rally for elementary and middle-school kids. The rally featured safety inspections, free instruction in bicycle maintenance, displays of bike equipment, and competitions for prizes and certificates. SERA produced bumper stickers, posters, and T-shirts to promote safety awareness in the community.

But the part of SERA's program that made the biggest splash was their effort to get the Howard County Council to pass a bicycle helmet law. Charles Feaga, a member of the council, agreed to introduce a bill that would require all cyclists under sixteen to wear a helmet. But the other council members weren't convinced that the law was a good idea. They didn't seem willing to pass a law that took responsibility out of the hands of parents and gave it to the government. They were also concerned about passing a law that would force parents to purchase helmets that could cost $20 or more.

The SERA organized county residents to lobby council members for the safety bill. They got lots of newspaper coverage of the issue, including favorable editorial opinions. They found medical and safety experts to testify before the council. On April 2, 1990, Councilman Feaga introduced the bill. It called for fines of $50 to $100 for riders who didn't wear helmets and allowed judges to waive those fines if riders proved they had purchased a helmet after getting ticketed.

Two weeks later, the council held a public hearing. They heard testimony on both sides of the issue, including testimony from the SERA students. Most of the testimony favored the bill.

The testimony worked. Two of the other four council members who had been skeptical about the bill were convinced to support it. After the hearing, students continued their lobbying efforts. They maintained their contacts with the council members and encouraged local newspapers and television stations to run favorable commentary on the bill.

On May 7, 1990, the day of the council vote came. There was an unexpected development. One council member amended the bill to include *all* cyclists, not just those under sixteen. The bill then passed on a vote of 3 to 2.

The new law took effect on October 5, 1990. Howard County became the first place in the United States to require cyclists to wear helmets. The law has received national attention—on network news shows, in major newspapers, and in *Time* magazine. And the kids of SERA feel a tremendous pride in what they accomplished to honor the memory of their friend. "A lot of people say kids don't have any say in anything and that it's a grown-ups' world," student Howard Koontz says. "Look what we did!"

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Movies

Some of the movies in this list tell stories of real people who made a difference. Others are fictional accounts based on historical events. Some will inspire you with stories of courage or belief. Others will make you think about problems that the world must solve.

If you want more information about any of these movies, look up the brief description you'll find in most home video guidebooks. Movies marked with an asterisk are also book titles.

Alice's Restaurant
**All the President's Men*
**Animal Farm*
The Atomic Cafe
**The Autobiography of Miss Jane Pittman* (TV movie)
Bill (TV movie)
**Birdy*
Born on the Fourth of July
Brother from Another Planet
Brubaker
The China Syndrome
Clean and Sober
Crisis at Central High (TV movie)
The Dark Crystal
The Day After (TV movie)
The Day the Earth Stood Still
The Defiant Ones
**The Diary of Anne Frank*
Dr. Strangelove
Don't Look Back
Duck Soup
E. T., the Extraterrestrial
An Early Frost (TV movie)
El Norte
Empire of the Sun
Enemy of the People
**The Executioner's Song* (TV movie)
**Fahrenheit 451*
**Fail-Safe*
The Father Clements Story (TV movie)
Friendly Fire (TV movie)
The Front
Full Metal Jacket

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Gaby: A True Story
Gandhi
The Good Fight
**The Grapes of Wrath*
The Great Dictator
Hairspray
Hearts and Minds
**I Know Why the Caged Bird Sings* (TV movie)
Imagine: John Lennon—The Definitive Film Portrait
Inherit the Wind
Inn of the Sixth Happiness
Judgment at Nuremburg
Kent State (TV movie)
The Killing Fields
King: A Film Record . . . Montgomery to Memphis
Koyaanisqatsi
The Last Emperor
**The Learning Tree*
**The Light in the Forest*
Mandela (TV movie)
The Manhattan Project
A Man for All Seasons
The Man Who Planted Trees
Marie
Mask
Matewan
Medium Cool
**The Milagro Beanfield War*
Missing
**Never Cry Wolf*
**1984*
No Nukes
Norma Rae
The Official Story
**One Flew over the Cuckoo's Nest*
**The Outsiders*
Pichote
Platoon
Powaqqatsi
Project X
Return of the Seacaucus Seven
Roger and Me
Romero
**Roots* (TV movie)

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Russkies
Salvador
Save the Children
The Secret Policeman's Other Ball
Silent Running
Silkwood
Skokie (TV movie)
Special People (TV movie)
Stand and Deliver
Swimming to Cambodia
Tail Gunner Joe (TV movie)
The Terry Fox Story (TV movie)
Testament
To Be or Not to Be
****To Kill a Mockingbird***
Twelve Angry Men
****Uncle Tom's Cabin*** (TV movie)
Under Fire
Vanishing Wilderness
****Walkabout***
Wallenberg: A Hero's Story (TV movie)
WarGames
War of Children (TV movie)
The Weavers: Wasn't That a Time
Weeds
****Where the Lilies Bloom***
Whose Life Is It Anyway?
A Woman Called Moses (TV movie)
A World Apart
Young Mr. Lincoln
Z

Reporter: Mr. Gandhi, what do you think of Western civilization?
Mohandas Gandhi: I think it would be a good idea.

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Recording Artists

Music can be a powerful force for change. It can inspire you, inform you, or make you angry. Here are some people who have used their musical talents to promote change.

Joan Baez
Harry Belafonte
Boogie Down Productions
Billy Bragg
Burning Spear
Harry Chapin
Tracy Chapman
The Clash
Johnny Clegg and Savuka
Jimmy Cliff
Bruce Cockburn
Bob Dylan
The Fixx
Peter Gabriel
Marvin Gaye
Arlo Guthrie
Woody Guthrie
Don Henley
Bruce Hornsby and the Range
Indigo Girls
Billy Joel
Just-Ice
The Kingston Trio
The Last Poets
Leadbelly (Hudie Ledbetter)
Tom Lehrer
John Lennon
Ewan MacColl
John McCutcheon
Miriam Makeba
Bob Marley & the Wailers
Hugh Masekela
Curtis Mayfield
John Cougar Mellancamp
Midnight Oil
N.W.A.
Holly Near
Phil Ochs
Odetta
Tom Paxton
Peter, Paul, and Mary
Tom Petty
Pink Floyd
The Police
Poor Righteous Teachers
John Prine
Public Enemy
R.E.M.
Lou Reed
Malvina Reynolds
Paul Robeson
Rush
Buffy Sainte-Marie
Gil Scott-Heron
Michelle Shocked
Seals & Crofts
Pete Seeger
Paul Simon
Simon & Garfunkel
Bruce Springsteen
Sting
Sweet Honey in the Rock
The The
Third World
Timbuk 3
U2
Suzanne Vega
Was Not Was
The Weavers
Chris Williamson
Paul Winter
Stevie Wonder
X-Clan
Neil Young
Frank Zappa & the Mothers of Invention

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Written Works

"Establishing lasting peace is the work of education; all politics can do is keep us out of war."

—*Maria Montessori*

The list of books below is an unusual one. It includes many classics—books that had a tremendous influence on people and events when they were first published and that are still worth reading today. The issues the authors discuss are still important, and their ideas are just as fresh and wise as they ever were.

Some books on the list will give you important background information on a particular issue. And others will tell you about the lives of important activists or the ideas they lived by.

Most of the books on this list were written for adults and will not be easy reading for younger readers. But if they are not beyond your reading skills, they are guaranteed to be worth the effort. Books that were written specifically for younger readers are marked with an asterisk.

Addams, Jane. *Forty Years at Hull House.* Macmillan, 1935.

Alyson, Sasha, ed. *Young, Gay and Proud.* Alyson Publications, 1985.

*Archer, Jules. *Famous Young Rebels.* Julian Messner, 1973.

Baldwin, James. *The Fire Next Time.* Dell, 1985.

——. *Nobody Knows My Name.* Dell, 1978.

Barnaby, Frank, ed. *The Gaia Peace Atlas: Survival into the Third Millenium.* Doubleday, 1988.

Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America.* Penguin, 1984.

Boston Women's Health Collective. *Our Bodies, Ourselves.* Simon and Schuster, 1976.

Branch, Taylor. *Parting the Waters.* Simon and Schuster, 1988.

Brand, Stewart, ed. *The Whole Earth Catalog.* Portola Institute (various editions).

Brecher, Jeremy. *Strike!* South End Press, 1979.

Brown, Dee. *Bury My Heart at Wounded Knee.* Holt, Rinehart and Winston, 1971.

Cagin, Seth, and Phillip Dray. *We Are Not Afraid: The Story of Goodman, Schwerner, and Chaney, and the Civil Rights Campaign for Mississippi.* Macmillan, 1988.

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Carmichael, Stokely, and Charles V. Hamilton. *Black Power.* Random House, 1967.

Carson, Rachel. *Silent Spring.* Houghton Mifflin, 1987.

Cleaver, Eldridge. *Soul on Ice.* McGraw, 1968.

Coles, Robert. *Children of Crisis.* 5 vols. Atlantic Monthly Press, 1973–1980.

Cooney, Robert, and Helen Michalowski. *The Power of the People: Active Nonviolence in the United States.* Peace Press, 1977.

Cousins, Norman. *In Place of Folly.* Harper, 1961.

Deloria, Vine. *Custer Died for Your Sins: An Indian Manifesto.* University of Oklahoma, 1988.

Dyson, Freeman. *Weapons and Hope.* Harper and Row, 1984.

Erlich, Paul R. *The Population Bomb.* Ballantine, 1986.

Fanon, Frantz. *The Wretched of the Earth.* Grove Press, 1988.

Fisher, Louis. *The Life of Mahatma Gandhi.* Harper and Row, 1983.

Fisher, Roger, and William Ury. *Getting to Yes: Negotiating Agreement without Giving In.* Houghton Mifflin, 1981.

Fluegelman, Andrew, ed. *New Games Book.* Doubleday, 1976.

Forward, Susan. *Toxic Parents: Overcoming Their Hurtful Legacy and Reclaiming Your Life.* Bantam Books, 1989.

Franklin, John Hope. *From Slavery to Freedom.* Knopf, 1974.

Friedan, Betty. *The Feminine Mystique.* Dell, 1984.

Gandhi, Mohandas K. *Gandhi, an Autobiography: The Story of My Experiments with Truth.* Beacon Press, 1957.

Goodman, Paul. *Growing Up Absurd: Problems of Youth in the Organized System.* Random House, 1962.

Greer, Germaine. *The Female Eunuch.* McGraw-Hill, 1971.

*Guggenheim, Martin, and Alan Sussman. *The Rights of Young People.* Bantam, 1985.

Hentoff, Nat. *The First Freedom.* Delacorte Press, 1980.

Hersey, John. *Hiroshima.* Knopf, 1985.

Holt, John. *How Children Fail.* Dell, 1988.

Jacobs, Jane. *The Death and Life of Great American Cities.* Random House, 1963.

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King, Martin Luther, Jr. *Why We Can't Wait.* NAL, 1988.

Kohl, Herbert. *36 Children.* NAL, 1988.

Kozol, Jonathan. *Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools.* Bantam, 1968.

———. *Rachel and Her Children: Homeless Families in America.* Fawcett, 1988.

———. *Savage Inequalities: Children in America's Schools.* Crown, 1991.

Lappe, Francis Moore. *Diet for a Small Planet.* Ballantine, 1975.

*Lester, Julius. *To Be a Slave.* Dial, 1968.

Lewis, Oscar. *La Vida.* Random House, 1966.

*McKay, Bidge. *Training for Nonviolent Action for High School Students.* Friends Peace Committee, 1971.

Malcolm X. *The Autobiography of Malcolm X.* Ballantine, 1977.

Martin, Del. *Battered Wives.* Volcano Press, 1981, rev. ed.

Mathabane, Mark. *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa.* Macmillan, 1986.

*Meltzer, Milton. *Ain't Gonna Study War No More.* Harper and Row, 1985.

Mills, C. Wright. *The Power Elite.* Oxford University Press, 1956.

Mitford, Jessica. *Kind and Unusual Punishment: The Prison Business.* Random House, 1974.

Nearing, Helen, and Scott Nearing. *Living the Good Life: How to Live Sanely and Simply in a Troubled World.* Schocken, 1971.

Neill, A. S. *Summerhill.* Hart, 1984.

NiCarthy, Genny. *Getting Free.* Seal Press, 1986.

Olsen, Tillie. *Silences.* Peter Smith, 1984.

Oppenheimer, Martin, and George Lakey. *A Manual for Direct Action.* Quadrangle Books, 1965.

Paton, Alan. *Cry, The Beloved Country.* Macmillan, 1987.

*Price, Janet, Alan H. Levine, and Eve Cary. *The Rights of Students.* Southern Illinois University Press, 1988.

Reich, Charles A. *The Greening of America: How the Youth Revolution Is Trying to Make America Liveable.* Random House, 1970.

Rhodes, Richard. *The Making of the Atomic Bomb.* Simon and Schuster, 1986.

Rifkin, Jeremy. *Beyond Beef: The Rise and Fall of the Cattle Culture.* Dutton, 1992.

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Schell, Jonathan. *The Fate of the Earth.* Knopf, 1982.

Schumacher, Ernst Friedrich. *Small Is Beautiful: Economics as if People Mattered.* Harper and Row, 1989.

Sharp, Gene. *The Methods of Nonviolent Action.* Porter Sargent, 1974.

Shute, Nevil. *On the Beach.* Ballantine, 1983.

Simon, Sydney, Leland W. Howe, and Howard Kirschenbaum. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* Dodd, 1985.

Sinclair, Upton. *The Jungle.* Bantam, 1981.

Singer, Peter. *Animal Liberation.* Avon, 1977.

Sivard, Ruth Leger. *World Military and Social Expenditures.* World Priorities (annual reference).

Steinem, Gloria. *Revolution from Within: A Book of Self-Esteem.* Little, Brown, 1992.

*Tatum, Arlo, ed. *Handbook for Conscientious Objectors.* Central Committee for Conscientious Objectors, 1981.

Thoreau, Henry David. "Civil Disobedience" (published in various collections of his writings).

Wertheimer, Barbara. *We Were There: The Story of Working Women in America.* Pantheon, 1977.

Wicker, Tom. *A Time to Die.* Times, 1975.

Williams, Juan. *Eyes on the Prize: America's Civil Rights Years 1954–1965.* Viking, 1987.

Zinn, Howard. *A People's History of the United States.* Harper and Row, 1981.

"It is often easier to fight for principles
than to live up to them."

—*Adlai Stevenson*

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PRIME-TIME ACTIVISTS

People who want to change the world are often portrayed on television—not only in documentaries and news broadcasts, but also in dramas and situation comedies. Sometimes activists are shown as forces for good, but sometimes they may be shown as hotheaded or unrealistic.

Television is a powerful force in shaping the way we understand our world. It's worth thinking about how TV portrays activism.

- List some fictional shows in which you've seen activism depicted:
- What issues were considered on these shows?
- What important issues, if any, does TV seem to avoid?
- When TV looks at an issue in a fictional show, it is frequently simplified. Can you think of some specific examples? Why does this happen?
- How does TV handle issues that can't be easily or quickly resolved?
- What is the overall message about activism that TV gives its viewers?
- How would you like TV to change the way it handles important issues?
- What could you do to help create those changes?

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REAL-LIFE RESEARCH

Some of the very best sources of information are living right in your community. There are almost certainly people living nearby who have experience as activists. Veterans of the civil rights movement probably live in your community. So do labor leaders, health-care activists, Peace Corps volunteers, and peace activists. They all have interesting stories to tell. Their issues of concern may be different from yours, but they've had plenty of experience working for change, and they know how to get things done.

Adult activists will probably be delighted to share their experiences with young people with similar goals. It would be a terrible waste not to take advantage of their expert knowledge.

Here are some questions to get you started.

Community member:

Place and date of birth:

Why did you become an activist?

What do you think your efforts have accomplished?

What issues have you worked on in the past?

What were the most successful actions and events you've been involved in?

What activities did you try that weren't successful?

Do you feel satisfied with what you've accomplished?

What issues are you most concerned about now?

What do you think about _____? (fill in your issue)

What suggestions could you make to someone like me, who wants to improve the _____ (fill in your issue) situation?

Make up your own questions:

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ACTIVISM QUIZ

Part 1: Matching

Match each historical figure with one of his or her accomplishments.

a. Henry David Thoreau
b. Mohandas Gandhi
c. Martin Luther King, Jr.
d. Nelson Mandela
e. Jane Addams
f. Susan B. Anthony
g. W. E. B. DuBois
h. Dorothy Day
i. Woody Guthrie
j. César Chávez
k. Maria Montessori
l. Dorothea Dix
m. Linus Pauling
n. William Penn
o. Lech Walesa
p. Maggie Walker
q. Thurgood Marshall
r. Abbie Hoffman
s. Shirley Chisholm
t. Dag Hammarskjold

_____ 1. Noted author who founded the National Association for the Advancement of Colored People (NAACP).

_____ 2. Nineteenth-century woman who campaigned for better treatment of patients in mental hospitals.

_____ 3. The civil rights leader who won the Nobel Peace Prize in 1964. He led the Southern Christian Leadership Conference and was known for inspirational speeches.

_____ 4. A leader of the anti-Vietnam War movement who was known for his creative antics and sense of humor. He was one of the "Chicago Seven" and wrote several books including *Revolution for the Hell of It.*

_____ 5. Swedish diplomat who served as secretary general to the United Nations. He won the Nobel Peace Prize in 1961.

_____ 6. A U.S. scientist who led the fight against nuclear weapons testing. He won the Nobel Peace Prize in 1962, eight years after he had won a Nobel Prize in chemistry.

_____ 7. The ideas of this nineteenth-century U.S. writer—the author of "Civil Disobedience"—have a great influence on activists to this day.

_____ 8. A folk composer who supported the union movement and sang about ordinary working men and women. He wrote "This Land Is Your Land" and many others.

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_____ 9. A union leader who used strikes, boycotts, and even fasts to fight for better conditions for migrant farm workers.

_____ 10. African-American businesswoman who started an insurance fund and later became the first female bank president in the United States.

_____ 11. A British-trained lawyer who first fought against racial discrimination in South Africa and later led India to independence through nonviolent resistance.

_____ 12. Social worker who opened Hull House to provide food, shelter, health care, and other services to Chicago's poor. She was also a founder of the Women's International League for Peace and Freedom, and she won the Nobel Peace Prize in 1931.

_____ 13. Leader of the African National Congress who spent a great portion of his life in jail because of his fight against apartheid in South Africa.

_____ 14. Union leader who stood up against the Communist party in Poland and helped move that country toward a more democratic government. He won the Nobel Peace Prize in 1983.

_____ 15. Lawyer who argued many civil rights cases before U.S. federal courts, including the famous *Brown* case, which integrated the public schools. He was later appointed to serve on the U.S. Supreme Court.

_____ 16. This woman was the leading advocate for women's suffrage (voting rights) in the 1800s. She founded the National Woman's Suffrage Association.

_____ 17. English Quaker who founded an American colony; it was the only colony to have friendly, cooperative relations between colonists and Native Americans, because of this man's peaceful policies.

_____ 18. The first African-American congresswoman ever elected in the United States; she represented Brooklyn, New York. She served seven terms in Congress and ran for president in 1972.

_____ 19. Journalist who edited *The Catholic Worker* and an early advocate for helping the homeless. She was frequently arrested in her fights against nuclear weapons and for the rights of workers and poor people.

_____ 20. This Swiss educator believed that children should be given respect, freedom, and responsibility at an early age.

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Part 2: Multiple choice

1. Workers who refuse to work until their demands are met are participating in a

    a. sit-in
    b. strike
    c. labor union
    d. negotiation

2. When you meet a politician and try to get him or her to support your viewpoint, you are

    a. negotiating
    b. petitioning
    c. lobbying
    d. rallying

3. Refusing to buy products from a company until the company changes its policies is a

    a. boycott
    b. permit
    c. lawsuit
    d. vigil

4. Purposefully breaking a law because a person believes the law is unjust is called

    a. fasting
    b. an exhibition
    c. an indictment
    d. civil disobedience

5. "Solidarity Forever" is a slogan and song title best associated with

    a. the labor movement
    b. the antiwar movement
    c. the civil rights movement
    d. the women's rights movement

6. "We Shall Overcome" is a slogan and song title best associated with

    a. the labor movement
    b. the antiwar movement
    c. the civil rights movement
    d. the women's rights movement

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7. A single sheet of paper that is handed out on street corners and that tells people about an issue is called

   a. a petition

   b. a leaflet

   c. a broadside

   d. a flier

8. A group of people marching back and forth with signs in front of a business is called a

   a. march

   b. public service announcement

   c. rally

   d. picket line

9. In the United States, women were granted the right to vote by the _____ Amendment to the Constitution in _____. (date)

   a. First; 1791

   b. Thirteenth; 1865

   c. Fifteenth; 1870

   d. Nineteenth; 1920

10. In the United States, our right to freedom of speech is guaranteed by the

    a. First Amendment

    b. Fourth Amendment

    c. Fifth Amendment

    d. Fourteenth Amendment

ANSWERS

PART 1 ANSWERS

1. g
2. i
3. c
4. r
5. t
6. m
7. a
8. i
9. j
10. p
11. q
12. e
13. p
14. o
15. q
16. f
17. u
18. s
19. h
20. k

PART 2 ANSWERS

1. a
2. c
3. a
4. d
5. a
6. c
7. b, c, or d
8. d
9. d
10. a

HOW DID YOU DO?

25–30 Outstanding

20–24 You already know quite a bit about the long tradition

15–19 Not bad, but you need to know more

0–15 Lots to learn!

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4

MAKING YOUR POINT

"A lot of good could be accomplished in the world if nobody cared who got the credit."

—Anonymous

This is the heart of your handbook. You've learned how to plan for change. You've begun to learn about other women and men who have changed our world with their actions. You've chosen your own issue. Now, what can you do? What actions can you take to make a difference?

There are dozens of ways to create change—to let the world know what needs to be done. In the pages that follow, we'll look at many different activities that you can use to make your point. Many of these activities are communication methods you can use to spread the word about your issue. Some are political activities. And others are demonstrations—ways to show people what must be done through your actions.

Some activities can be accomplished by individuals; others require a few people; and still others need large groups of people. Some are simple; others require much preparation. Most involve little or no personal risk; however, a few may call for great sacrifice. All require some time, effort, and commitment.

We've tried to present many ideas to choose from, although the possibilities are endless. The way you choose to make your point is limited only by your own imagination and creativity.

Spreading the Word

Ideas, particularly ideas in written form, can be a powerful force for change. New ideas can change people's minds. When people's minds change, their actions often change too. And that can change the world.

"No army can withstand the strength of an idea whose time has come."

—Victor Hugo

There are many different ways to use words to convince others about your point of view: news stories, leaflets, petitions, advertisements, and letters to newspapers and politicians. And each different message must be written differently—designed for its specific purpose. The following pages will show you how to communicate your ideas effectively. If you design your words well, people will pay attention to them, and your words will be powerful.

Writing a Letter to the Editor

The "Letters to the Editor" section is one of the most widely read features in most newspapers. A letter to the editor is a great way to get a large number of people to think about your issue.

Newspapers print only a small fraction of the letters they receive. There is no guarantee that your letter will be printed. But you can improve your chances by following these simple rules:

- Write about only one issue per letter.
- Keep it short. Short letters have a better chance of being printed. State the following, as clearly and directly as you can:
  1. The ISSUE you are writing about and YOUR OPINION about it.
  2. The REASONS for your opinion.
  3. A SUGGESTION or two (if you have any) for how to solve the problem.
- In your letter, refer to a recent story in the paper if you can.
- Include your real name, address, and phone number in the letter. Editors often check to make sure letters have actually been written by the person who signed them. They won't print anonymous letters.

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- Carefully correct grammar and spelling errors before you send the letter.
- If possible, type your letter or write it on a word processor. If you must send a handwritten letter, make sure it is easy to read.
- Don't give up if your first letter isn't published. Keep trying.

"The dissenter is every human being at those moments of his life when he resigns momentarily from the herd and thinks for himself."

—Archibald MacLeish

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Sample Letter to the Editor

1234 Fifth St.
Centertown, NE 54321
April 18, 1993

To the editor:

On April 17 your paper reported that the Noxxol Company plans to build a new plastics factory on the Silver River here in Centertown. I think this would be a terrible mistake.

The Noxxol Company has already polluted several other rivers in our region. It was recently fined by the Environmental Protection Agency for releasing toxic chemicals into the Trout River. Anyone who has driven through Trout City knows how awful the area around the Noxxol factory looks and smells. I hate to think that the same kinds of problems might now come to Centertown. A new factory will create some new jobs for our city, but if it destroys our city's environment, it's not worth it.

The Silver River is one of our most important resources. We must not allow it to become polluted. Our city council should not allow this factory to be built. Instead, it should encourage other nonpolluting industries to move to our lovely city.

Sincerely,

Jim Jackson

Jim Jackson

555-9876

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Leaflets or Fliers

A leaflet is a single sheet of paper with information about your issue printed on it. Handing out leaflets on a street corner can be an interesting experience. Some people will read your message carefully. Some may stop and talk. Others will take a quick look and throw the leaflet in the trash, but at least they will have given the issue a moment's thought. A few people won't take the leaflet at all.

Leafletting gives you the experience of using your First Amendment right to express your opinion. The Constitution ensures that any citizen may stand in a public place and pass out information. It can be a terrific feeling to actually do it.

"The voice of dissent must be heard."

—Henry Ford

When you hand out leaflets, be direct. Offer them to people assertively. Don't force them on people who don't want them, but don't be afraid to walk right up and hold a leaflet out for someone to take. Going with a friend is safer and more enjoyable than leafletting alone. Be careful to pick up any litter that may result.

Leafletting is an inexpensive way to make your point. At a busy location you can pass out 500 fliers in an hour. (Incidentally, a mall might seem like a good place to hand out leaflets, but malls are private property, and usually leafletting is not permitted.)

The big disadvantage of leafletting is that you reach a completely random group of people with your message, rather than targeting a specific audience.

How do you write a good leaflet? Here are some guidelines:

- Use a bold headline that tells what the leaflet is about.
- Use an eye-catching black-and-white drawing or design that clearly identifies your issue.
- Keep the written message short and simple—no more than a few paragraphs. People won't bother to read a whole page of words, no matter how well written they are.
- In the leaflet, suggest a simple action that people can take if they are concerned about the issue.
- Make sure your organization's name, address, and phone number are on the leaflet, so people can contact you later.

"Tabling" is a variation on the leafletting idea. Set up a card table at a busy location—a downtown street corner, a busy campus walkway, or even a school lobby. Display your leaflets and other information for people to examine and take.

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Tabling allows you to distribute a greater variety of information than leafletting does. It also is a good way to conduct a petition drive or other action that requires people to write. And the table gives you a place to hang a poster or banner that explains what you are doing.

Remember that even with a table set up, you'll still need to approach people directly as they walk by. Don't be shy. The more assertive you are, the more people will get your message.

Writing a News Release

A news release is the standard way to let newspapers and TV and radio stations know about an upcoming event. If you want news coverage for the activity you are planning, send out news releases seven to ten days ahead of time.

Here's how to write a successful news release:

- Your release is a news story. It should sound like a story in the paper. Use the inverted pyramid form. Put the most important information at the beginning and the least important at the end.
- Like any news story, make sure you include the Who, What, Where, When, and Why of your event.
- Write a newspaper-style headline at the top of your release.
- Check the release for grammar and spelling errors.
- The release should be TYPED and DOUBLE SPACED. It's very important that it look professional.
- Include a release date—when you want the story printed—at the top. Use a phrase like "For release on or before July 18."
- Give the name and phone number of someone a reporter can contact for more information.
- Releases should be mailed to the city editor of your newspaper and to the assignments editor at radio and TV stations. Don't forget to send copies to school and college newspapers and to editors of local magazines and newsletters. Don't bother sending releases to radio stations that don't produce their own news reports. (Most don't.)
- A couple of days before the event, make follow-up phone calls to remind newspaper and TV editors about the event.
- Make up a set of mailing labels for all local addresses where you would send news releases. Use the labels whenever you have a release to mail out.

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Sample News Release

FOR RELEASE ON OR BEFORE MAY 10, 1993

ENVIRONMENTAL ACTIVISTS PLAN MARCH AND RALLY

On May 10 the Centertown Environmental Council will hold a march and rally to protest the construction of a plastics factory on the banks of the Silver River. The march will start at 6 P.M. at the proposed building site at 17th Street and River Avenue. It will end with a rally on the steps of City Hall. Following the rally, march organizers plan to speak at the City Council meeting.

At its May 10 meeting, the Centertown City Council is scheduled to discuss the Noxxol Company's application for a zoning permit. The Environmental Council rally is an effort to convince the council to vote against the proposed factory. "Our riverfront is one of Centertown's most important resources," march organizer Juanita Simpson says. "We cannot afford to risk damaging it with pollution from a plastics plant." Simpson points out that nearby Trout City has suffered many problems from the Noxxol factory that was built there fifteen years ago.

The rally at City Hall will feature short speeches by Rev. Will Timmerman of the 6th Street Baptist Church and State Senator Melinda Hanson. March organizers expect the rally itself to begin around 7 P.M. Other sponsors of the march include the Centertown Student Alliance and the Centertown Peace Forum.

For further information, contact

Juanita Simpson, Coordinator
Centertown Environmental Council
555-1234

-30-

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JENNIFER KURKOSKI

Do you think that news by and about young people gets enough coverage in your newspapers? Jennifer Kurkoski, a high-school student in Seattle, Washington, didn't, and she decided to do something about it. She started the first statewide high-school news service in the United States.

In the summer of 1987, Jennifer attended the Washington Governor's School for Student Leadership. There, she and fellow student Ernie Chen started the Washington Student Press as their leadership project. Their original idea was to start an interschool newspaper service in the Seattle area. But after speaking with several reporters and publishers, they decided to expand their plans to include the newspapers of the entire state.

The staff of the Washington Student Press produces a monthly portfolio of news articles and essays of opinion by students. This packet of seven to ten stories is sent to dozens of school newspapers around the state. Eight major daily newspapers in the state also subscribe to the service. Eventually, the WSP plans to charge a small fee to each subscribing newspaper in order to cover their expenses.

In organizing the WSP, Jennifer and her coworkers had the expert advice of Carlos Pedraza. Pedraza is a former Associated Press reporter who was serving as a staff member of the Governor's School. He says that WSP "gives adults the opportunity to see what young people are capable of doing with the right support and the right opportunities and the chance to do it themselves."

Making contacts, and producing and mailing the monthly portfolios were expensive. The Governor's School itself—located at Seattle University—strongly supported the project. The school provided office space, equipment, supplies, and phone service. Jennifer applied for and received a grant of additional financial support from the Hitachi Foundation.

In its second year the WSP got a $4,000 grant from the Gannett Foundation to buy a Macintosh computer. This allowed the student editors to produce professional-looking newsletters and portfolios. They could also communicate by phone with computers in high schools and newsrooms around the state, sending and receiving news stories at the speed of light.

WSP recruited student writers from around the state. Contacts with other students from the Governor's School helped. These student leaders kept their eyes open for good writers and interesting articles in their high-school papers. When they found a promising contact, they sent it on to the WSP. Jennifer also made a number of visits to high schools to recruit writers.

Another important step was making contact with the state's many professional newspapers. After many telephone contacts, Jennifer, Carlos Pedraza, and one other WSP staff member made a trip around the state, meeting with as many editors as they could. Jennifer says she was surprised at how receptive these busy editors were and at how many of them expressed interest in expanding their coverage of youth issues.

How successful has WSP been in getting youth issues covered in the Washington press? The WSP portfolios have included stories and editorial opinion on legislation affecting young people, racism in schools, teen pregnancy, community service projects, date rape, steroids use by high-school athletes, and other issues of importance to young people, as well as stories about the personal achievements of young Washingtonians. WSP stories regularly appear in school newspapers throughout the state. And student-written commentaries from WSP have also made the pages of Washington's daily professional newspapers, including the *Seattle Times*, which has a circulation of almost 250,000.

Making the Washington Student Press work was a huge job. In addition to doing her schoolwork, Jennifer often worked twenty to thirty hours a week on the project. But she says that making sure the opinions of young people were heard meant so much to her that she had to make the time to do it. Jennifer says she "never doubted the need for the voice that WSP provides . . . youth expressing their views in the media and adults listening to what they have to say."

Jennifer is a firm believer in what she calls "empowerment," that is, encouraging people to take greater control of the events in their own lives. "One of the most powerful things about young people starting programs," she says, "is that because you don't know how things 'should' be done, you just go ahead and do them and don't worry about doing them 'the right way.'"

Jennifer says she's met many young people who "want to make a difference but have fallen victim to the limits society places on teenagers." She believes that the WSP encourages those teenagers by showing them that they *can* make a difference. "I think we provoked some thought and really changed some people's opinions about youth through the things we published."

★ ★ ★

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News Conference

A news conference is a planned event at which members of an organization meet with reporters. It's a way of getting news coverage of an important announcement. It also gives reporters a chance to ask questions about your group and its plans.

Don't call a news conference unless you really have something new and exciting to say. Otherwise it will be like the boy who cried wolf. If the information is dull or uninteresting, reporters won't come back next time.

You can also use a news conference to give reporters a chance to meet with a noted visitor. If you have a speaker coming to town, schedule a news conference early in the day. People who read the papers or watch the evening news will hear a bit of the speaker's message. They may even decide to come out to hear the speech!

Holding a news conference can be tricky. Here are a few tips to keep in mind:

- Plan the news conference to make it convenient for reporters. If possible, it should be

  1. early in the day, so that reporters can easily make their evening deadlines. Sometime between 10 A.M. and noon may be best.
  2. at a convenient, easy-to-find location. Reporters already frequent local government buildings, so those places are usually good locations. For example, you might schedule your news conference for the steps of City Hall or the front lawn of the state capitol. Or choose a location that illustrates your announcement—a wooded area where you're planning to create a nature trail, for example.

- Try to schedule the news conference on a slow news day. That gives you a better chance of getting coverage.

  Earlier in the week—Monday or Tuesday—is usually better than later. Avoid conflicts with major news events like government meetings or legislative sessions, unless your announcement is directly related to those meetings.

  Of course, the news isn't always predictable. Sometimes a big story breaks on the day of your news conference anyway.

- Announce the news conference ahead of time by sending out news releases. The release should explain what the news conference will be about. But it shouldn't give away the important information you will have there for reporters.

- Prepare a "press packet" of printed information to give each reporter who comes to the news conference. This should contain a written copy of your announcement, plus background information about your organization and its work.

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- Make follow-up calls the day before the news conference to remind editors or reporters about it.
- Don't be discouraged if very few reporters turn up at your news conference. It happens sometimes. News conferences can be risky.

Newspapers and TV news departments have limited staffs. They can't cover all the events that happen in their area. Maybe too many news stories broke that day. Or maybe an editor decided that your event just wasn't important enough. You can do everything just right, and you might get great news coverage or none at all. No matter what the result, it's worth trying, because good news coverage does so much for your cause.

Public Service Announcements

A public service announcement, or PSA, is a short announcement of a community event read on radio or television. You've probably heard thousands of them—announcements of concerts, P.T.A. meetings, charity events, and so on. Radio and TV stations are required to read public service messages each day.

Not every PSA gets on the air. Stations have many announcements to choose from. Usually they stay away from announcing events that they think are controversial. If your PSA is broadcast, consider yourself lucky. The announcement gives your event some excellent free publicity.

Of course, your best chance to get your announcement on the air is to do it right. Here's how:

- A PSA is a 15-, 20-, or 30-second *script* for an announcer. Write the exact words you want the announcer to say. Write them so they're easy to read, double spaced, and in capital letters. You may want to send two announcements—a 30-second PSA and a shorter one—to each station. If you do, print each one on a separate sheet of paper.
- Make sure your PSAs contain all the important information about your event: Who, What, Where, When, and Why.
- Read the PSA aloud. Check the timing, and make sure you haven't written any tongue-twisters into it.
- You'll probably have to juggle the words around to make your message fit the timed format. Keep rewriting until you get it right.
- Stations often require that PSAs arrive two to three weeks or more ahead of time. So mail them early.

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- Identify your organization clearly on the PSA. Give the name, address, and telephone number of a person the station can contact if they need more information.
- Address PSAs to the public affairs director of each radio and TV station. Make follow-up phone calls to the stations to make sure they've received the PSAs and to ask if they plan to air them.

Sample Public Service Announcement

PUBLIC SERVICE ANNOUNCEMENT

FOR RELEASE THROUGH APRIL 17, 1993

(20 SECONDS)

ANNOUNCER:

COME HEAR SOME GREAT MUSIC FOR A GOOD CAUSE. LOCAL BANDS "THOR" AND "NIGHTINGALE" WILL PLAY A BENEFIT CONCERT FOR THE BURNSIDE HEIGHTS ANIMAL SHELTER ON FRIDAY, APRIL 17. THE MUSIC STARTS AT 8 P.M. AT THE DOWNTOWN RECREATION CENTER, 518 JEFFERSON STREET. TICKETS ARE JUST FIVE DOLLARS AT THE DOOR.

FOR MORE INFORMATION CONTACT:

KERRI HASEGAWA, CHAIR
DEFENDERS OF ANIMALS
819 S. CHERRY ST.
BURNSIDE HEIGHTS, TX 56789
555-1234

Posters

Posters can be a good way to spread your message or to get people to come to an event. Here are a few hints for creating a good poster:

- A poster needs a big, eye-catching piece of art and a big, bold headline. Use art that reinforces your message.
- Keep written words on a poster to a minimum. Print only the essential information you want people to know.
- For bold headlines, use transfer type (from any art store) or computer typesetting.
- 8 1/2"-by-11" black-and-white photocopies are the cheapest and quickest method of making many posters. Drawing posters by hand on poster board is much less efficient and much more expensive. If you need a larger poster, copy shops can make 11"-by-17" photocopies very inexpensively.
- Consider printing on brightly colored paper. The paper is slightly more expensive, but the eye-catching color may be worth the money.
- Putting up posters is a big part of the job. Many schools, colleges, and businesses have bulletin boards where you can post your information. A staple gun can come in handy as you put up your posters.

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Bulk Mailing

The post office offers special rates for large-scale mailings. It is much cheaper to mail newsletters, fund-raising appeals, or other information using bulk rates than ordinary first-class postage.

Using the mail to send information about your issue has a big advantage: it lets you be very selective about your contacts. You can target specific groups of people or specific areas to get your information.

But there is also a big disadvantage: the other name for bulk mail is "junk mail." Some people don't even bother to read it. Bulk mail fund-raising appeals are a success if 2 to 3 percent of the people respond. You have to send out a lot of mail if you want a big response.

To qualify for bulk-mail rates, you must follow certain rules:

- You have to mail at least two hundred identical items.
- You must sort your mail by zip code. Each stack must be wrapped with rubber bands and marked with special stickers that the post office will provide. (Sometimes a printer will provide the stacking and wrapping service for a small fee.)

Nonprofit, tax-exempt organizations can get even lower postal rates. You may be able to find another local organization that has such a permit. That group may be able to send out a mailing in partnership with you. Make sure there's no conflict between your message and the requirements of their permit.

One way to compile a mailing list is to borrow mailing lists from other groups. Suppose you're concerned about the problem of a waste dump in your city. Other environmental organizations in your area might let you borrow their membership lists to send out a mailing.

If you have a membership or fund-raising list of your own, you can offer to trade lists with other groups. This can be a good way for both groups to build their memberships. Voter registration lists and city directories are other sources of names and addresses for bulk mailings.

Most school systems have their own service to carry "mail" from school to school. Investigate the possibility of using this interoffice mail system to communicate with students and teachers in other buildings.

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Surveys or Opinion Polls

A survey is a good way to bring an issue to a community's attention and find out what people think about it at the same time. Survey questions must be written very carefully. Beware of questions that encourage people to respond in a particular way. For example, "Would you be worried if a nuclear power plant was built within ten miles of your home?" is an unfair question. It's written so that a "yes" answer would be almost automatic.

Write the questions using clear, simple language. Short-answer questions are easiest to record and tabulate. Use multiple choice, agree/disagree, or yes/no questions whenever possible. However, multiple response and open-ended questions like "What do you think are the most important problems in our city?" can sometimes be very useful.

When you are creating and using your survey, keep these additional guidelines in mind:

- Survey results carry more weight when a large group of people have responded.
- Carefully edit and proofread each question until it says exactly what you want it to say.
- Test a draft of your survey on a small group of people first, to make sure it's easy to understand and focuses on your issue of concern.
- Get the advice of someone who knows statistics before you create the survey. Ask your advisor how to select a random sample of people to survey and how to write fair questions.
- Once you have collected the responses, analyze them mathematically. Your statistics expert will be helpful here, too.
- Surveys can be conducted in a variety of ways: by telephone, by mail, by asking questions aloud, or by having people fill out a form. Choose the method that best suits your situation.
- Volunteers who conduct the survey should get thorough training before they go out to collect responses.
- Many schools have electronic scoring machines for multiple-choice tests. You may be able to use these same machines for scoring your surveys. Some schools may even have computer programs that help students design and conduct surveys.

Once you've analyzed the results of your survey, you'll know whether public opinion is on your side. If so, use the results of the survey publicly to promote your cause. If not, you may need to rethink your plans. Changing public opinion about the issue might become your first goal.

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Conference, Teach-in, or Public Meeting

The purpose of a conference or public meeting is educational. Its goal is to expand people's knowledge about an issue.

Organizing a conference has three main parts:

1. Finding and inviting expert speakers.

This can be surprisingly easy. People who care about an issue are often eager to talk to audiences about it at no charge. If necessary, offer to pay travel expenses.

Local college faculties can be a good place to begin the search for speakers. Many issue-oriented adult organizations have "speakers bureaus" that can provide experts as well.

A conference designed as a debate among speakers with varying viewpoints may increase public interest and ensure a livelier presentation.

2. Finding a convenient, comfortable location to hold the meeting.

Many public buildings, such as libraries, schools, and community centers, have rooms available for public meetings. These rooms may even be free of charge. Choose a building that is centrally located, easy to find, and in a neighborhood where people feel safe.

3. Publicizing the event so that you'll have a large audience.

For publicity, use all the usual methods: news releases, public service announcements, posters, fliers, church bulletins, and anything else that could attract people to attend the conference. Plan the event and send information out far in advance, so it can be listed in the monthly newsletters of interested groups.

"If we replace our sense of helplessness with political activism we can save our world."
—Benjamin Spock

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Telephone Hot Line

A telephone hot line is a recorded message that gives people the latest information about an issue.

A successful hot line needs two things:

- Fresh, constantly changing information. The information should stay "hot" so callers will stay interested.
- Good publicity so lots of people know the hot-line number.

Upkeep on a hot line is fairly expensive. At the very least, you'll need a telephone answering machine and a telephone line. In addition, someone will have to change the message regularly.

A less expensive option might be to use a friendly organization's telephone at night or when no one else is using the office.

Check with the telephone company about arranging for a number. Find out when you must order your telephone line to be listed in the next phone book.

For publicity, print your hot-line number on every poster, flier, or other piece of information you hand out. Another effective gimmick is to print lots of small stickers with the hot-line number.

And most important, make sure you have reliable sources of information that people want and need to hear. Your hot line will be effective only if the information stays fresh, lively, and valuable to your callers.

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Contests

Wouldn't it be great to express your opinion about an issue and win a prize at the same time? Contests give people a chance to do just that. Poster contests, essay contests, photo contests, or slogan contests are just some of the possibilities for getting people to think creatively about your issue.

Imagine how you could promote recycling with a contest. You could have a contest for the best recycling poster or the most creative artwork made from recycled material, for example. Everyone who participated would become more aware of recycling as they worked on their entries.

When you plan a contest, write the rules so that they are clear and easy to understand. Make sure to include an explanation of how entries will be judged. Judging a contest fairly is very important. Ask people with expertise—artists, writers, or teachers—to serve as volunteer judges.

The best way to publicize contests for students is through local school systems. Information about an essay contest could be sent to all English teachers, for example. A poster contest could be publicized through school art departments. And don't forget clubs or Sunday school classes as other sources of entries.

Awards for the winners don't have to be fancy or expensive. Plaques, trophies, or small cash prizes are all possibilities. If you offer prizes, choose one that fits the issue you're promoting. How about a rebuilt bicycle for the winner of the recycling contest, for example?

It's important that all participants have their work recognized, too. So print a certificate of participation for each person who enters the contest.

Awards

People and organizations who do good deeds deserve to be rewarded. Awards encourage people to keep up their good work. And presenting the awards publicly also brings extra publicity.

For example, suppose your issue is health care for children. You might set up a yearly award for business and political leaders. One year you might present your award to a congressional representative who introduced a bill to create health insurance for all children under twelve. The next year you might honor a business that set up a wellness program for pregnant employees.

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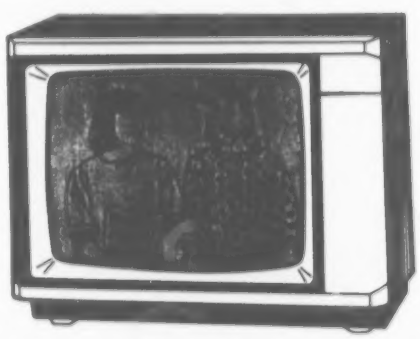
Awards programs are complicated. They take long-range planning. You need clear rules for how the recipients will be chosen. The award must be publicized. It will probably take several years for an award program to catch on as an established community event.

Allow plenty of time for people to nominate candidates for the award. Set up a panel of judges to decide who should receive it. Finally, invite the recipient to a public ceremony, where the award can be presented.

Remember that one major purpose of an award program is to make people more aware of your issue. Arrange for as much publicity as possible for both the nominating process and the award ceremony.

Public Access Television Programming



Cable television companies are required to have a "public access" channel. Anyone who has a program or presentation to make can broadcast it on this channel. What's more, cable companies will also train you to use their equipment so that you can put your shows on the air!

How can you use public access TV? The possibilities are endless:

- Videotape meetings, speeches, rallies, or other events, and broadcast them later.
- Interview local leaders or visiting experts.
- Present a talk show focused on your issue.
- Televise a class on your issue, taught by a local professor.
- Tape interviews with ordinary citizens talking about your issue.
- Present shows produced by national organizations. (These professional-quality videos are available free or for little cost to local groups that will show them.)

The biggest problem with public access TV is getting an audience. Ordinarily, public access programs are not listed in TV program guides. A few people might tune in by accident, but you want a bigger audience than that. There are three important things you can do to get more viewers.

1. Make the quality of your broadcasts as high as you can.
2. Try to schedule your broadcasts at a regular time each week or month.
3. Publicize your broadcasts. Get the word out with phone calls, fliers, posters, newsletter items, and any other method you can think of. If you can afford it, you can even buy an advertisement in the entertainment section of the local paper.

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Computer Networks and Bulletin Boards

Anyone with a computer and a modem (telephone hookup) can connect with computer networks and bulletin boards. Once you're connected, you can read messages as they appear on the computer screen, and you can leave messages for other people to read. There are specialized bulletin boards for people interested in all sorts of subjects, as well as networks that are reference sources for many different areas of interest.

Computer bulletin boards can be a quick way to spread good ideas or important information. Some national organizations also use networks to communicate the latest information about their issues. "PeaceNet," for example, carries information on nuclear weapons issues, events in Central America and South Africa, and other peace-related issues. You can tap into these networks and gather information to pass on to your group members.

Computer networking has the same problem that public access TV does. Not enough people tune in. Businesses make tremendous use of computer networks. However, this channel of communication isn't widely used by activist groups yet. But as more and more people begin communicating through home and office computers, networking will become a much more important tool for changing the world.

Public Hearings

Local and state governments are often required to hold public hearings before they make decisions. City councils and school boards also hold public budget hearings before they make their yearly financial decisions. At these hearings, any citizen is free to speak up. If you want the school board to spend more money on women's sports, for instance, a school board budget hearing gives you the chance to say so.

"The human mind stretched to a new idea never goes back to its original dimensions."

—Oliver Wendell Holmes

Local governing bodies may also have "public information periods" during regularly scheduled meetings. At these times, any citizen can speak out to the government about his or her concerns.

Sometimes state and federal agencies hold hearings on subjects of public concern. So do committees of state legislatures and even the U.S. Congress. Ordinarily, you must make arrangements in advance to speak at these hearings.

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There are two advantages to speaking at hearings:

- You are bringing your concern directly to a group of people who can make the changes you want.
- Hearings are usually covered by the news media. News reports may give your message a much wider audience.

If you plan to speak at a public hearing:

- Call ahead of time to find out how to get on the speakers list. Also ask how much time you will have to speak.
- Plan and write out what you want to say. You may want to have several people speak on different aspects of your issue.
- Practice several times before the meeting. Try to sound relaxed, like you are talking to the people holding the hearing rather than reading from a paper.
- Make copies of your statement and any supporting information to give to the politicians and reporters at the hearing.
- You may be one of a long line of speakers. Be prepared to be patient and polite.
- Bring a group with you for support. Fill the room if you can. Supporters should wear something that identifies them as members of your group: buttons, badges, or a special item of clothing. You can even ask them to stand and identify themselves during your presentation. A large group will make an impression on the officials you are speaking to.
- Follow up. If the politicians take some of the actions you asked for, send a letter of thanks. If they don't, keep up your requests while you try other strategies.

Telephone Tree

Sometimes you have to get information to everyone in your organization quickly. Maybe you need an emergency meeting, or a special opportunity comes up that you don't want members to miss. If you have a telephone tree, it's easy to get the word out.

A telephone tree is an organizing tool that a group uses to contact its own members. A telephone contact begins with one person, the phone-tree coordinator. That person is usually one of the group's leaders. The coordinator passes the information to several "key callers" at the top of the phone tree. Each of them, in turn, calls the people in a "branch" of the phone tree. The message is passed on in this way, until everyone in the organization is notified.

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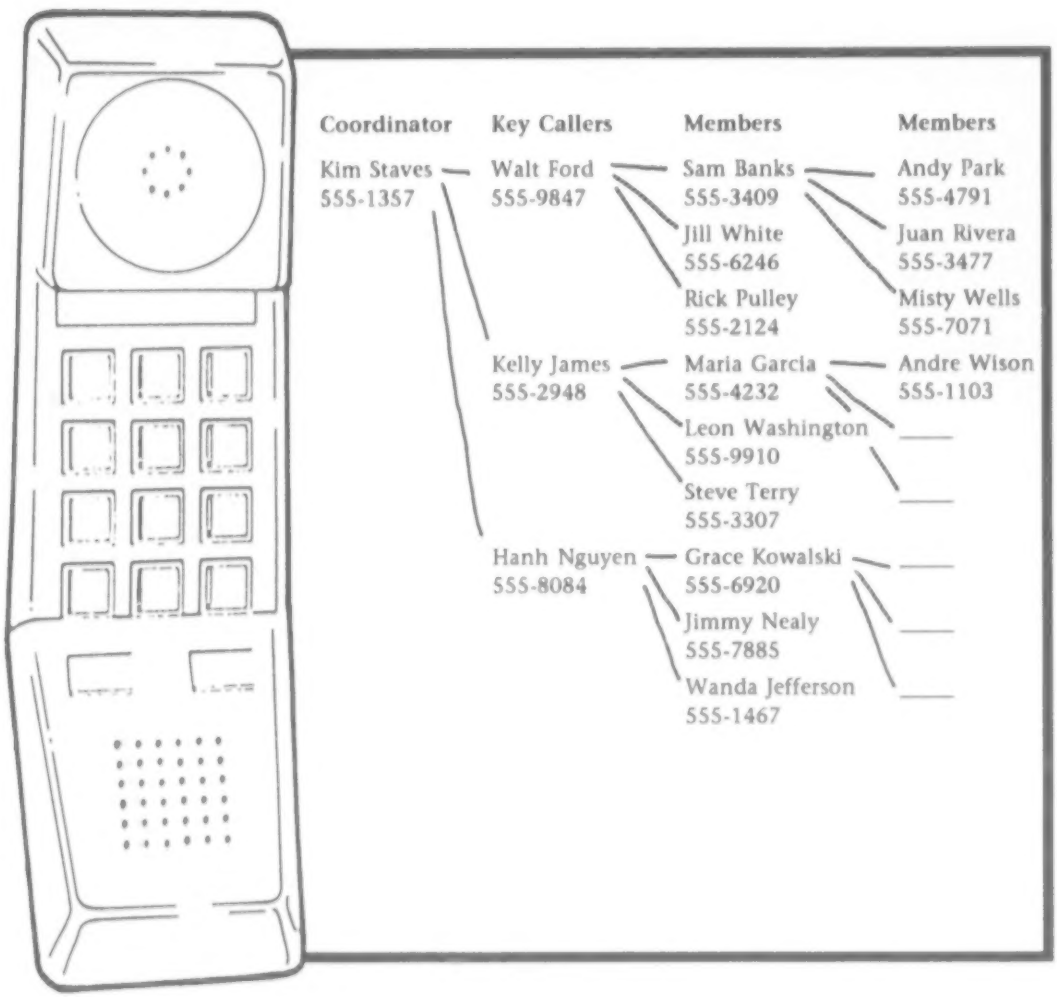
Here's a diagram of what a phone tree might look like:



Notice that no one has more than three calls to make. Also notice that the phone tree has room for more names and numbers to be added.

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Keep the following suggestions in mind as you organize a phone tree.

- A phone tree must be well organized *before* it's needed. Otherwise, when an important message must be sent, it will be too late.
- Put your most reliable volunteers at the top of the tree.
- Update the phone tree frequently, as the group gets new members and others lose interest. Otherwise it will quickly become useless.

  Keep phone tree records on a computer if possible, using a word-processing or spreadsheet program. This makes it easier to make changes when the phone tree is updated.
- Use your phone tree regularly—at least once every month or two. If there are no urgent messages, use it to remind members of an upcoming meeting or event.
- The coordinator should spot-check the operation of the phone tree. He or she should call two or three members at the bottom of the tree to make sure messages are reaching them. If they aren't, the coordinator must make changes to correct the problem.
- Messages passed by phone tree should be simple and easy to understand. Callers can ask members to repeat messages to them to make sure they've been received correctly.
- Members can even vote via the phone tree. If a group needs to make a decision and no meeting is scheduled, poll the members over the phone.

"If you want to make peace, you don't talk to your friends. You talk to your enemies."

—Moshe Dayan

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HOW CAN YOU GET OUT THE WORD?

- List your local newspapers, with mailing addresses.

- List other local publications—magazines, college newspapers, weekly tabloids, etc.

- List call letters, addresses, and phone numbers of the TV stations in your area.

- What is the address and phone number of your public access cable TV channel?

- Which local post office accepts bulk mailings?

- Where are the busiest places and what are the best times for petitioning or leafletting?

- What computer bulletin boards deal with your issue, and how can they be contacted?

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Political Action

Elected officials can make things change in a hurry. They make the laws, enforce regulations, and decide how the government will spend its money. No matter what your issue is, governmental action could probably make at least some of the changes you want.

However, politics can also be a slow and frustrating process. Most politicians don't like to do anything controversial. It's too risky for them. An unpopular action could mean they'll lose their jobs the next time they run for office.

Also, advice from political "insiders" usually has much more influence on a politician than the opinions of ordinary citizens. Politicians are least likely to listen to the opinions of people who can't even vote for them in coming elections—like young people, for example.

But political decisions *can* be influenced in several ways. You can "lobby," or try to convince a politician to accept your point of view. And every year there is an election. There are dozens of ways to help elect the candidate who supports your point of view. If the campaign is successful, you become an "insider" yourself. Your opinions will be listened to more closely.

The first step in political work is getting to know the players. The worksheet on the next page should get you off to a good start.

"Democracy cannot be static.
Whatever is static is dead."
—Eleanor Roosevelt

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POLITICAL FACT SHEET

FEDERAL

What congressional district do you live in?

Who is your congressional representative?

When is the next congressional election?

Who are the candidates in that election (if any)?

Who are your U.S. senators?

When are they up for reelection?

Who are the candidates in that election (if any)?

STATE

Who is the governor of your state?

When is he or she up for reelection?

Who are the candidates in that election (if any)?

Who is your state senator?

When is he or she up for reelection?

Who are the candidates in that election (if any)?

Who is your state delegate or representative?

When is he or she up for reelection?

Who are the candidates in that election (if any)?

Who are your state's other elected officials (attorney general, lieutenant governor, etc.)?

Does state law allow for initiative and referendum?

LOCAL

Who is your local administrative officer (county or city manager, or mayor)?

Who is your local government representative (city council, county supervisor, etc.)?

When is your next local election?

Who are the candidates in that election (if any)?

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Lobbying

Lobbying means trying to convince politicians to vote for a particular piece of legislation. You do this by meeting with legislators or their assistants, making your best arguments, and giving them your most convincing information.

The best way to lobby is to arrange a meeting with the lawmaker in his or her office at the capitol. Legislators are pleased when you take the time to travel to their office to speak with them. It may not be practical to make the trip to a distant city; lawmakers also have home offices in the districts they represent. Most politicians make frequent trips back home to make speeches and meet with citizens.

Here are a few hints for successful lobbying:

- Make appointments with officials in advance.
- Have a written agenda for your meeting. Stick to a single topic, and write a brief summary of the points you want to cover. Give the official a copy of the agenda at the beginning of your meeting.
- Bring extra written information, like brochures or articles, to leave with the official.
- Follow up your meeting with a thank-you letter. If the official promised to do something, mention that specifically in your letter.
- Remember that the officials you meet may have fancy offices, but they work for you. As a citizen, you're the boss!

Letters to Elected Officials

"Speak truth to power."
—Quaker saying

Writing your congressional representative about a problem is an American tradition. Most elected officials pay very close attention to their mail. After all, their jobs depend on keeping the voters happy. If the voters don't like their decisions, they may be voted out of office.

Politicians have staff members assigned to read, count, and respond to mail from the voters. If you write to politicians, they may not agree with you, but they will probably write back.

Because local elections depend on so few votes, local officials are most sensitive to the opinions of individuals in their districts. At the federal level, House members represent smaller numbers of citizens and must run for reelection more often. So they are usually more responsive to letters than senators or the president.

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STEVE RYALS, PHILLIP WORTMAN, AND ROLLIN WORTMAN

Franklin Creek is a small, wooded stream that runs near the town of Sand Springs, Oklahoma. Phillip Wortman and Steve Ryals—both age twelve—and Phillip's brother Rollin—age eleven—enjoyed playing and exploring in the stream, which runs behind their homes. But in the summer of 1990, as they explored the creek, they began to notice how polluted it had become.

One day Steve broke out in a rash after swimming in the creek. The boys decided not to swim in the water anymore. They also decided that something had to be done to stop the pollution. All sorts of garbage and trash were being dumped into the creek—everything from old appliances to discarded tires and mattresses. They even found one place where it looked like untreated sewage was being discharged into the stream.

"If we don't do something about this pollution, who will?" Phillip asked.

"We're talking about a life-and-death matter," Steve agreed.

Polluting a waterway is illegal in Oklahoma, as it is throughout the United States. So the boys decided to approach the problem through official channels. They filed a complaint with the Tulsa County Health Department. They informed the officials about several local property owners who seemed to be responsible for much of the pollution.

Fortunately, the health department was willing to take the boys' complaints seriously. Health department officials said that the complaint was unusual only because it was made by children, who "seemed very serious about the condition of the area." They began an investigation.

Investigators walked the entire length of the creek. They found "a great deal of illegal dumping by several property owners," according to one inspector. "The owners were disposing of their waste by pushing it off their backyards into the creek." The residents were given thirty days' notice to clean up their mess.

Luckily the "sewage" turned out to be outflow from a sink. The owner agreed to reroute the wastewater into his septic tank. The creek water itself still tested safe and clean. Phillip, Steve, and Rollin had acted in time to save their stream.

But that wasn't the end of the story. News of the boys' complaint made the local papers. A newly formed conservation group—Save Oklahoma Streams—heard about it. They decided to make Franklin Creek their first major project and scheduled a cleanup day in late August. Volunteers began signing up. The Tulsa County Commissioners provided two dump trucks to haul the debris away. Two local landfills offered to take the waste at no charge. Scout troops volunteered to join in.

By the time the cleanup took place, there were more than seventy volunteers to help the three boys clean up their backyard creek. Five truckloads of junk were removed—including broken boards, bowling balls, old hot water heaters, and even an abandoned bathtub.

Several of the adult volunteers said they came to help because of the kids. "Thank goodness for these three boys," one volunteer said. He said that if three adults had complained about the stream, it wouldn't have had nearly as much effect. "We need a whole corps of kids calling attention to such issues," he said.

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BEST COPY AVAILABLE

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A letter to a politician should be a lot like a letter to the editor: short, to the point, and focused on just one issue. In addition, here are three other suggestions to follow when you write:

- Politicians listen most closely to the people from their own district. Find out who the representatives from your area are, and address your letters to them. If you are not yet old enough to vote, don't mention that fact.
- Ask the politician to take specific action—a vote on a particular bill, for example. If you know the name or number of a bill you want the politician to vote for or against, use it in the letter.
- If you have a convincing piece of information about your issue, like a brochure or newspaper article, include it with your letter.

Letter-writing campaigns can have a much greater effect than individual letters. In a campaign, a group organizes many people to write letters about a particular issue.

To help people write their letters, give them sample letters or a list of "talking points," the important ideas you want people to include in their letters.

One way to conduct a letter-writing campaign is to give people postcards with the message you want them to send already printed on them. However, officials pay less attention to such postcards. Handwritten or typed letters show more effort and thus a more serious concern about the issue.

Here are addresses for federal officials:

President of the United States, The White House, Washington, D.C. 20500

Senator ——, U.S. Senate, Washington, D.C. 20510

Representative ——, U.S. House of Representatives, Washington, D.C. 20515

You can get the addresses of state and local politicians with a quick phone call to their offices or to the reference desk at the local public library.

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Sample Letter to an Elected Official

January 12, 1993

77 Penrose Dr.
Apt. 6B
Palmore, CA 98756

Dear Congressman Peters:

I am very concerned about the problem of drug abuse in our district. I know of several people in my own neighborhood who have gotten involved with drugs, and I've seen how their lives have been ruined.

I believe that the thing we need most to solve this problem is better education for young children, so that they learn not to start using drugs in the first place. I also think that drug users should be given medical treatment to help them give up their addictions.

I understand that Congress will soon vote on several bills that deal with the drug problem, including the Drug and Alcohol Education Act (HR1173). I hope you will support this bill, and any other measures that provide money for drug education or rehabilitation programs.

Sincerely,

Alicia Stone

Alicia Stone

Phone-in

Telephoning members of Congress or other elected officials is even easier than writing a letter. And if dozens of people phone in about an issue, elected officials will take notice!

An organized phone-in can be an easy and effective way of lobbying. Politicians have their assistants keep tallies of phone calls on "hot" issues—so they'll know what the voters are thinking. A large number of calls on an issue can be quite convincing. And an organized phone-in also demonstrates the organizing power of your group.

Members of Congress have offices in their districts that you can call to register your opinion. You can also call Congress members through the capital switchboard, 202-224-3121. Calls for the President should be made to the White House switchboard, 202-456-7639. Phone numbers of local officials will be listed in your local phone book.

Phone-ins are probably best used to lobby for action for (or against) a specific bill. Because a telephone call is quick, phone-ins can be used as a last-minute "blitz" to help get a bill passed or defeated.

Make it easy for the people who are going to call by giving them a phone-in flier. On the flier should be

- brief background information about the issue.
- names and phone numbers of the officials you want people to call.
- a suggested "script" for the telephone call. Make it simple!
- a suggested time period in which to call (ordinarily a week or two).
- a person in your group to contact for more information.

Here's a sample script for a phone-in.

"Hello. My name is _____, from _____. I'm calling about the Civil Rights Bill of 1991. I would like to urge Senator Smith to support this bill when it comes up for a vote next week. Thank you."

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Every single call helps. But a barrage of phone calls can be very convincing to an undecided politician.

One other alternative is a telegram. Telegrams can be ordered by telephone and billed to your telephone number. Western Union offers a special rate—about ten dollars—for "Public Opinion Messages" of twenty words or less. These telegrams can be sent to the president or other elected officials. Telegrams are obviously much more expensive than letters or even phone calls. But because they are delivered almost immediately, telegrams may convey a greater sense of urgency than other methods of communication.

"Liberty is not just an idea, an abstract principle. It is power, effective power to do specific things. There is no such thing as liberty in general." —*John Dewey*

Petitions

A petition is a formal request that citizens sign and give to public officials. It tries to prod those officials into action. Asking people to sign a petition is also a good way to spread the word about your issue.

Petitioners might go door-to-door asking for signatures. Or they might stand at a public location, like a busy street corner, and ask people to sign as they walk by. Obviously a petition campaign tries to gather as many signatures as possible. Ask people to provide their addresses and phone numbers when they sign the petition.

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After the signatures have been gathered, you'll probably want to present the petitions to officials at a public ceremony. This is yet another chance to tell the public about your issue. Send out news releases ahead of time, and make your presentation in front of reporters and TV cameras.

Be careful! Sometimes a public presentation could be an embarrassment to an official, making it less likely that your petitions will be well received. For example, school officials might respond better to petitions without publicity. If you think it will help your cause, first present your petitions privately. But keep copies of them, so you can "go public" later if you need to.

Follow up on your petition. Don't just hand it to a politician and then forget it. Give officials time to consider your request, and then ask for another meeting to talk with them about it.

Here are some guidelines to follow when you organize a petition drive:

- Each page of the petition should have the complete text printed on it. Beneath that will be lines where people can sign.
- A petition should make a *specific* request for action. It should not be a general expression of opinion or complaint. For example, you might petition to put a traffic light at a particular intersection; but it wouldn't make sense to circulate a petition for better traffic safety.
- Make room for people to print their names, addresses, and telephone numbers after their signatures. This information is important to the officials who get the petition. It will also be useful if you decide to send more information or fund-raising requests to those people.
- Put a clear, bold headline at the top of each petition to show at a glance what it is about.
- Give each petitioner a badge or name tag so he or she will look "official" when gathering signatures.
- Copy all signed petitions before you present them. Keep the copies for your records.
- Don't let your campaign drag out forever. Set a reasonable time limit. Work as hard as you can gathering signatures for several weeks or a month, and then make your presentation.

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Sample Petition

SOUTH LAKEWOOD NEEDS A PARK

To the City Council of Lakewood:

We citizens of Lakewood believe our city must immediately plan and build a park and recreation facility in the South Lakewood neighborhood.

Other neighborhoods in Lakewood are well supplied with parks and recreation centers. South Lakewood has none. The children of South Lakewood are forced to play in the streets. Residents who want to participate in organized recreational activities must leave their neighborhood to find them.

We believe the Lakewood city government has a responsibility to provide for the recreational needs of *all* the citizens of our city. We call on the Lakewood city council to begin the process of creating a new park now.

Signature	Name (please print)	Address	Telephone

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Electoral Politics

Can you do any of these things?

Answer phones

Knock on doors

Put up posters

Stuff, address, and seal envelopes

Run errands

File information

Type

Make telephone calls

Hand out fliers

Make deliveries

Although they may seem like small jobs, they are essential to a political campaign. Candidates depend on volunteer workers to do most of these jobs. A well-run campaign needs and appreciates its volunteers. A poorly run campaign needs its volunteers even more.

Choose your candidate carefully. Find out where he or she stands on the issues. If you're lucky enough to find someone who supports the ideas you care about, sign up as a volunteer. Find out what you can do to help the campaign.

Don't expect much help or supervision while you work. Many campaigns don't organize their volunteers effectively. You may find that your time isn't used well. You might even have to find work to do on your own.

You'll probably start out doing simple tasks like straightening up the office or stuffing envelopes. Those jobs aren't glamorous, but they're important. Remind yourself that your work allows someone else to spend time on another task—perhaps one that requires skills you haven't developed yet.

After you've volunteered a few times, you'll start feeling like part of the campaign. If you're a good worker, people will give you more responsible jobs. Don't be afraid to ask for more responsibility if you want it.

Working with other people for a candidate you believe in feels great! Even a losing campaign can do a lot of good if your candidate has important things to say. It's good to know that your efforts have helped spread that message.

Winning the election is even better. When you win, your candidate can start working for the changes he or she promised to make. And as a campaign worker, you're now an "insider." You'll be listened to more carefully when you lobby for your cause.

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Referenda

A *referendum* (plural: referenda) is the most powerful tool citizens have for changing the laws of their state or locality. Referenda are also called propositions.

A referendum is a proposed change in the law printed on the ballot in an election. Citizens can vote for it or against it. If the referendum passes it becomes a law, just as if it had been passed by the legislature.

For example, in 1988 Michigan voters decided to ban all state funding for abortions except when the mother's life is in danger. Maryland citizens voted in favor of a law that made cheap handguns illegal. Voters in three states, Florida, Colorado, and Arizona, decided to make English their official state language. In 1990 Oregon voters decided not to give parents tax credits to send their children to private schools. Referenda are not allowed in all states.

ROSS MISHNER

What can you do when you suffer a terrible family tragedy? How can you put your life back together again? Ross Mishner has found his own answer to that question by becoming an advocate for handgun control.

In 1984, the Mishner family moved to Boca Raton, Florida, where Ross's father, Kenneth, owned an optical company. Three weeks later, Mr. Mishner was shot and killed at work by an employee of the business. The man who murdered Mr. Mishner was a family friend. He had left work during his lunch hour and purchased a handgun. Several hours later, he shot Mr. Mishner and then killed himself. To this day, no one knows why he committed murder. But the rest of the Mishner family was suddenly left with a terrible loss in their lives.

As young Ross grieved for his father, he struggled to understand how such a horrible crime could have happened. He was angry that Florida law allowed almost anyone to walk into a gun store and walk out with a handgun. He realized that a waiting period of several days between the time that someone bought a gun and the time he actually received it would have prevented his father's murder. "If this man had to wait for a gun," Ross says, "he would have come to his senses. But he didn't have to wait. He just went out for lunch and got it."

Ross and the rest of his family became advocates for handgun control laws. Ross didn't want the tragedy that had happened to his family to happen to others. He joined an organization called the Handgun Control Network and started working to promote a waiting period for handgun purchases. Ross spoke at meetings, helped produce mailings of gun-control literature, and collected petition signatures at local shopping centers.

Ross and his fellow advocates succeeded in getting a handgun control question placed on the ballot in a countywide election. Voters approved the idea of a waiting period for handgun buyers 7 to 1. As a result of the Handgun Control Network's efforts, buyers in Palm Beach County now had to wait forty-eight hours before they could take possession of the handguns they'd bought. "I turned my anger into action," Ross says. "That's what my father would have wanted me to do."

Ross's advocacy has captured the attention of the news media and even the United States Senate. In 1987 he testified on behalf of handgun control before the Senate Judiciary Committee. In 1989, he was named a winner of the Hitachi Foundation's $5,000 Yoshiyama award in recognition of his efforts on behalf of gun control. Ross now attends George Washington University in Washington, D.C., where he is still an active participant in the Handgun Control Network. In 1990 he began work to create the first college organization dedicated specifically to gun control.

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Changing the law by referendum is a two-step process. The first step is called an *initiative.* Citizens circulate petitions with the proposition on it. If enough registered voters sign the petitions, the initiative is put on the ballot as a referendum.

The second step is the election itself. People campaign for or against the proposition, just as they would campaign for a candidate. Anyone can volunteer to help with the campaign. Even if you aren't old enough to vote, you can still make phone calls, hand out leaflets, or put up posters. Campaigning for a proposition can be just as exciting and just as important as campaigning for a candidate.

Demonstrations

"I hold it that a little rebellion now and then is a good thing and as necessary in the political world as storms in the physical."

—*Thomas Jefferson*

A *demonstration* is a way to publicly show, or demonstrate, your belief about an issue. Public demonstrations are a form of free expression, protected by the First Amendment of the Constitution.

Demonstrations can create change in several different ways.

- Demonstrators show the public that they believe an issue is important. Spending the time and effort to picket or march demonstrates that you care. People who see the demonstration must think about the issue, maybe even for the first time.
- A demonstration communicates with the people who can make change. Demonstrations are often held outside government or corporate offices. They tell the decision-makers inside those offices what changes you want.
- A demonstration gets the attention of the news media. When a demonstration gets news coverage, the message gets a much wider audience.

Remember that by itself, a demonstration won't create change. Demonstrations must be followed up with other actions until you reach your goal.

There are lots of different kinds of demonstrations. But before we look at each of them individually, let's consider some general rules for making the most from any demonstration:

- Plan ahead. Make sure all the organizers know what jobs must be done—publicity, making signs and banners, contacting the police, etc.
- Tell the local authorities about your plans ahead of time. Some demonstrations may need permits that must be obtained in advance. Call the local police department to check on regulations.

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- Choose the time and location of the demonstration very carefully. The location should be:

  1. appropriate. If your concern is a national issue, you might want to demonstrate at a federal building or at the office of a senator or congressional representative. If it's local, demonstrate at city hall, or at the scene of the problem you're trying to solve.

  2. highly visible. Choose a place and time where there will be many people passing by.

     Remember, the First Amendment to the Constitution guarantees your right to demonstrate peacefully on public property.

- Focus the demonstration on a specific goal, and try to state that goal in positive terms. When possible, demonstrate *for* something, rather than *against* something. For example, it would be better to demonstrate for a recycling center rather than against litter in the streets.
- Make signs and banners that are big and easy to read. People driving by should be able to see what the demonstration is about.
- Make leaflets that explain your demonstration to hand out during the event.
- To help get TV news coverage, make your demonstration visually interesting. TV editors are more likely to report on your demonstration if they can show something "happening." Be creative!
- Notify TV stations, radio stations, and newspapers in advance. Mail them news releases. (See page 72.) Tell them where you will be, when you will be there, what you'll be doing, and why you're doing it. One or two days before the demonstration, telephone them to remind them of the event.
- Choose someone to be a spokesperson. Pick someone who understands the issue and who will speak with strength and confidence. That person will talk with reporters and explain what the demonstration is about. The spokesperson's explanations should be short, clear, and focused on the most important point you're trying to make.
- Assign organizers to be "marshals." Give them special arm bands to wear. Marshalls make sure that the demonstration runs smoothly and that demonstrators follow any rules that the police have given you.

The following pages describe a variety of demonstrations that activists have been using for years.

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Vigil

A vigil is the simplest demonstration. Keeping a vigil means standing watch, or bearing witness.

In medieval times, a squire showed his determination to become a knight by holding an all-night vigil at the altar of a church. At a modern vigil, a group of people stand and make their presence and their beliefs known. For example, in the 1980s many vigils were held at the South African Embassy in Washington, D.C., as thousands of people protested against apartheid. Anti-death penalty activists often hold vigils outside prisons when an execution is scheduled.

Vigils can be planned in a variety of ways. Standing in silence during the vigil gives your demonstration a more solemn, serious tone. Religiously based activist groups hold prayer vigils. A candlelight vigil held at night can be a beautiful, moving sight. A vigil can be held over an extended period of time: overnight or even for days or weeks.

One purpose of a vigil may be to force wrongdoers to face up to their responsibilities. For example, environmental activists might hold a vigil outside the offices of a company that causes pollution. Everyone going in or out of the offices would be forced to think about the results of their company's actions.

Choosing the right location is very important. Make sure that the location is clearly connected to the issue. If possible, select a busy location with lots of people passing by.

Don't forget that a vigil should also capture the attention of passers-by. It needs signs or a banner that identifies the issue of concern. Pass out leaflets to interested bystanders. And try to get news coverage. That way, a much wider audience will find out about your concerns.

"There is no way to peace.
Peace is the way."
—A. J. Muste

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Picketing

The tradition of picketing comes from the labor movement. During a strike, union members march in front of the factory gates. Other workers are encouraged not to cross the picket line to go to work. The purpose of this kind of picketing is to shut a business down, forcing the owners to negotiate with the union workers. As part of a strike, picketing is a very serious and powerful action. Although picketing is intended to be peaceful, sometimes strikers and strikebreakers exchange angry words or even fight with one another.

But picketing certainly doesn't have to involve violence or confrontation. Nor does it have to involve shutting down a workplace. Picketing could be thought of as a vigil in motion. Instead of standing quietly, picketers walk back and forth in front of a business or government office.

Ordinarily, people in the picket line carry signs with slogans that explain what the demonstration is about. Signs should be bold and easy to read. A clever sign is a great way to get the attention of a news photographer. Police regulations may not allow picketers to carry signs stapled to wooden sticks. If not, you might hang the signs around your necks with short pieces of string instead.

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March

A march is a larger project than a vigil or a picket line. Ordinarily, a march starts at one location and ends up at another. Or a march can take a circular route, ending where it began. The route itself should reinforce the message of the demonstration. For example, a march for better recreational facilities could start at a park that needs improvement and end at the city hall. A march for better housing might travel through some of a town's run-down neighborhoods.

Here are a few suggestions to keep in mind when you plan a march:

- Marchers are at the mercy of the weather, of course. So prepare for bad weather. And think twice before you plan a march in the dead of winter or at the height of summer.
- It's a good idea to have first-aid services available, in case a marcher develops a blister, turns an ankle, or becomes ill.
- Carry signs and banners so bystanders will understand why you are marching.
- A march requires more marshals than a stationary demonstration. The marshalls should keep marchers on the correct route and try to keep everyone together.
- Plan a final event at the end of a march—a short rally, for example. This brings everyone back together after the march. A final gathering also allows people who are unable to march to participate in the demonstration.
- With enough advanced planning, a march can double as a walkathon (see page 153). Marchers can get pledges from sponsors ahead of time, participate in the demonstration, and then collect the money they earned by walking.

"The choice today is not between violence and nonviolence. It is either nonviolence or nonexistence."

—Martin Luther King, Jr.

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THE RHODE ISLAND CARRIER ASSOCIATION

What do you do if you don't think your employer is treating you fairly? What if your employer is a major newspaper company, and you're only ten years old?

Eamon and Patrick Shelton are newspaper carriers who live in Cranston, Rhode Island. They deliver the *Providence Journal-Bulletin*. About two-thirds of the paper's carriers are young people. And the young carriers had complaints. They didn't think the newspaper paid them enough for each paper they delivered. The average newspaper in New England allows carriers to keep 26 to 28 percent of the money they collect. The *Journal-Bulletin* paid only 23 percent.

And the young carriers weren't satisfied with other job benefits, either. The *Boston Globe*, for example, offers a $5,000 scholarship for all carriers who deliver the paper for three years or more. In comparison, the *Journal* offers only $30,000 in scholarships a year, divided among a few of the paper's 3,000 carriers.

The carriers had other complaints, too. They didn't think it was fair that they had to pay for the canvas bags they used to carry the papers and the rubber bands they used to wrap them. They wanted the papers wrapped in plastic on rainy days. And they wanted to be repaid for the expense of using family cars to deliver the Sunday edition of the paper.

The young carriers realized that they couldn't get the changes they wanted if they worked individually. So they decided to organize. In 1987, with the help of their father, Henry Shelton, Eamon and Patrick and about a dozen other young men and women formed the Rhode Island Carriers' Association.

According to *Journal* vice-president Howard Sutton, the newspaper is "deeply committed" to its carriers. He says that carriers stick with their jobs and that the newspaper provides special programs such as scholarships, a handbook and a regular newsletter, and an annual banquet. He believes that the *Journal* currently "ensures that carriers are well compensated and recognized for the dedicated service they provide."

Legally, the question is whether the newspaper carriers are independent business people or employees of the newspaper. The *Journal* considers them independent contractors. If that is true, laws that protect union activity and the rights of unions to negotiate with employers don't apply to the Carriers' Association.

But, as the carriers' lawyer says, the newspaper "can't have it both ways." It treats the carriers as employees by controlling their prices, delivery times, and areas of operation. "The *Journal* wants the best of two worlds," Eamon says. "They give us orders as if we were their workers, but they refuse to give us any of the benefits that workers are entitled to."

The young carriers have tried a variety of different tactics in their attempts to improve their pay and benefits. They've picketed in front of the newspaper offices on school holidays. They've asked companies that advertise in the paper to press for their demands. They handed out leaflets to neighbors of the *Journal*'s publisher.

The Carriers' Association also tried to place an advertisement in the *Journal* itself to explain their position, but their check was returned. The Rhode Island Gray Panthers—an organization of progressive older Americans—and their national leader, Maggie Kuhn, have joined them on the picket line. The Rhode Island State Legislature has even passed a resolution scolding the newspaper for its unwillingness to cooperate with the young carriers. But the *Journal*'s management has been unwilling to meet with representatives of the association to discuss their demands.

However the Carriers' Association has made some gains since it started its campaign. The *Journal* no longer charges the carriers for their rubber bands and canvas tote bags. And papers are now delivered in plastic wrappers when the weather is bad. Best of all, the carriers' income went up when the *Journal* increased its subscription prices.

However, in 1991 the association was still trying to convince the newspaper to give the carriers a raise. Their lawyer has filed an official complaint with the Rhode Island Department of Labor. The complaint asks the Labor Department to use its power to promote a voluntary settlement of their dispute with the newspaper.

Will the young carriers succeed in improving their pay and working conditions? It's still too early to tell. But their willingness to stand up for what they think is right—even at the risk of losing their jobs—is sure to set an example for all the other young men and women in the ranks of newspaper carriers.

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Rally

A rally is a big gathering, with speeches, music, and lots of cheering. A well-planned rally should provide information, entertainment, and plenty of inspiration. Participants should get the good feeling of being among a large group of people who all care about the same issue.

The program at a rally should move along rapidly. Speakers should be brief. Music should be lively. Most important, people should leave the rally with a sense of purpose. A successful rally gives participants a new dedication to the cause and good ideas for what they can do next to help it along.

Organizing a rally is a big job. Not only must you consider the program itself; you have to plan for the logistics of the event—how to move and arrange people at the rally and meet their basic human needs. For example, you must make sure there are bathrooms available.

Here are suggestions to follow if you are planning a rally:

- Don't hold a rally unless you feel confident that it will draw a large crowd. There's nothing more discouraging than holding a rally that no one comes to.
- The best rallies focus on a specific issue and offer real suggestions for how to make things better.
- One way to draw a large crowd is to invite a wide range of groups to participate. But every group should clearly understand the central purpose of the rally from the start. Don't let its focus get lost in a flood of different messages from different organizations.
- Most rallies are held outdoors. But if you can find a big indoor space, there's no reason why you can't plan an indoor rally.
- Make sure you have a good sound system, so everyone can hear your speakers and musicians.
- Tell the speakers how much time they have to speak and what their topic should be. An experienced, firm M.C. should keep the program moving along smoothly. Keep a strict limit on the length of the entire program. You don't want the audience to be bored.
- End the rally on a high note. Save your most inspirational speaker for last. And leave your audience with specific ideas for actions they can take to help solve the problems your rally is addressing.

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Other Creative Possibilities

There are many other ways to demonstrate your beliefs. The big advantage of doing something new and creative is that it grabs people's attention. It gets the attention of the news media too. Here are just a few possibilities:

Sidewalk Art

Using washable chalk, make huge colored drawings on the sidewalk that illustrate the issue you are concerned about. Make your drawings where lots of passers-by will see them.

You may need to negotiate with local authorities to get permission to do this. Remind them that the chalk does no damage. You may have to convince someone that such a display is an exercise of your First Amendment right to free expression.

Here's another similar idea: get permission to paint a mural on the side of a building or on the plywood boards that are used as temporary walls around construction sites.

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JASON GAES

When he was just six years old, Jason Gaes had to fight for his life. He had Burkitt's lymphoma, a rare and fast-growing form of cancer. The doctors gave him only a 20 percent chance of survival.

For the next two years, Jason underwent a seemingly endless series of treatments: operations, CAT scans, spinal and bone marrow treatments, radiation, chemotherapy, and experimental drugs. As Jason says, "Having cancer isn't fun. In fact, it's the pits."

After six months of treatments, Jason wanted to give up. The operations and treatments were terribly painful. But when his mother promised him "the biggest party in the world" when the treatments were finished, he agreed to continue. And he did. After two years, the treatments were completed, and Jason was completely cured. He had survived.

But Jason hadn't *just* survived. While he was sick, Jason became frustrated because in the books he read about kids with cancer, the children always died at the end. At the age of seven he started writing his own book about his experiences with the disease. It was called *My book for kids with cansur.*

Jason's book told about what happens in the hospital and the different kinds of treatments that kids could expect. Jason wrote about getting sick and losing his hair because of chemotherapy and how other kids responded to that change in appearance. And he talked about the fear he felt and how he handled it. He reminded kids that having cancer doesn't mean you're going to die—that many people survive.

Jason's brothers illustrated the book, and the Gaes family used it as the invitation to the big party that his mother had promised him. The book was so honest and touching that it was soon published. The book was published just as Jason had written it, in his own handwriting, including Jason's own spelling errors. It has given hope to many other young people suffering from cancer.

In the book, Jason did something amazing. He published his telephone number and said, "If you want you can call me." Kids did, and they still do. Jason has already answered 10,000 calls and letters from other kids with cancer.

With the publication of the book, Jason became a celebrity. He was interviewed on national television and met many famous people. In 1988 HBO made the story of Jason's successful fight against cancer into an academy award–winning drama called "You Don't Have to Die." *My book for kids with cansur* has since been published in Canada, Japan, and Germany and is now in its third printing in the United States. Part of the money from the sale of each book is donated to the American Cancer Society.

Meanwhile, Jason has kept up his fight against cancer. He plans to become a doctor specializing in treating the disease. His busy schedule includes speeches and appearances at fundraising events for local cancer societies, at schools, and at conferences for young writers. He visits young cancer patients in hospitals and at special summer camps. Jason is also working on a second book that will tell about the changes in his life since the first book made him so famous. And of course, there are still the letters and phone calls to answer.

Jason hasn't let the fame and attention go to his head. By all accounts, he is an ordinary teenage boy who studies hard and likes sports. But Jason still has enough love and concern in his heart to continue encouraging the hundreds of young cancer patients from around the world who continue to write and call him. "If you have cancer," Jason says, "don't stop doing the things you love to do, and don't stop being you."

My book for kids with cansur is published by Melius Publishing Corporation, 515 Citizens Building, Aberdeen, S.D. 57401.

"Courage is resistance to fear, mastery of fear, not absence of fear."

—*Mark Twain*

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Street Theater

Street theater, sometimes called "guerrilla theater," is a terrific way to dramatize an issue. In street theater, performers improvise short skits on a busy street corner or park. Sometimes bystanders are actively included in the skits.

Street theater can be very powerful. Imagine a group of actors pretending to club baby seals in front of a store that sells furs. Or imagine acting out a scene about hungry, neglected children while the streets are filled with people on their way home from work.

Street theater performers need to spend plenty of time rehearsing with one another before they're ready to perform. It takes a lot of nerve, but it's a great way to make your point.

Exhibits

Exhibits of various sorts can be an effective way to tell the public about an issue. Suppose you wanted to warn people about the dangers of drunk driving. An exhibition of photographs of automobile accidents caused by drunk driving would get that message across very clearly. So would exhibiting the tangled wreck of a car.

Many large buildings, both public and private, have places in their lobbies for the display of exhibits. Or construct the exhibit so that it is easily portable, and display it in public spaces, like streets, parks, or city squares.

The very best exhibits include hands-on activities. These can be buttons to push, questions to answer, something to make, or some other way for viewers to participate in the exhibit.

Slide Show

A slide show is an easily portable way to inform people about an issue. There are special camera attachments that will let you make slides from photographic prints or printed material like newspapers and magazines

Start with an outline of what you want your show to communicate. Then write a script. Make sure you do your research carefully. Keep the program short and interesting. Then make the slides you need to illustrate your script. Create a high-quality audiotape of the script, with background music if you like. Offer to present your slide show in classrooms and at meetings of local civic groups.

Create Your Own!

How else could you use your special talents and skills to communicate your concerns to other people? There are great ideas for demonstrations that haven't even been invented yet. Be creative! And when you find something that works, share your ideas so that other activists can use them too!

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More Drastic Actions

Although they take lots of hard work, the actions we've looked at so far are not terribly risky. They involve little more than expressing your opinions through words or deeds.

At most they may make some people angry. Authorities who may think that young people should not be so outspoken could cause you problems. Nevertheless, letters to the editor, lobbying, or even marches and picketing are activities with a long and honored history in our country. They are unlikely to cause great disturbances.

However, there are other actions that are less acceptable to authorities and the general public. Actions like strikes, boycotts, or sit-ins are much more likely to generate negative reactions from some of the people you are trying to affect. Taking any of these actions is a serious step. They can be met with anger and resistance. When activists resort to these steps, they usually lose some of their supporters. Powerful actions like these should be considered only after other, less drastic measures have been tried and have failed.

I am not recommending that you take any of the following actions. Nevertheless, your education as an activist is not complete unless you know about them.

Nonviolent Civil Disobedience

In his famous essay "Civil Disobedience," Henry David Thoreau told the story of his brief stay in jail for not paying his taxes. Thoreau believed that his taxes would be used to fight an unjust and illegal war against Mexico. So he refused to pay.

It's said that a friend walked past the jail and asked, "Henry, what are you doing in there?"

Thoreau knew that his friend also disapproved of the war. "What are you doing *out* there?" Thoreau replied.

Thoreau was calling on his friend to join him in standing up for his beliefs. Thoreau's message was if you believe the war is wrong, then live your life according to that belief. Follow your conscience fully.

Civil disobedience means refusing to cooperate with a law you consider wrong in support of a higher moral belief. It can be a powerful tool for changing laws that are unjust. Civil disobedience causes the people who make and enforce the unjust law to question it. It causes opponents to face the consequences of their own actions and beliefs. They find themselves arresting and punishing good people, otherwise law-abiding citizens who are following their consciences.

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"I believe that unarmed truth and unconditional love will have the final word in reality."

—Martin Luther King, Jr.

Reverend Martin Luther King, Jr., championed nonviolent civil disobedience in his struggle for civil rights. King based his teachings in part on biblical principles such as the command to "love thine enemy" and the Golden Rule. King also built upon the foundations of other great advocates of nonviolence like Mahatma Gandhi. "I believe unarmed truth and unconditional love will have the final word," King said. Advocates of nonviolent resistance believe that this love has "transforming power"—the power to change the hearts and minds of one's opposition.

Nonviolence is an essential part of civil disobedience. Activists who break a law must be sure that their actions do no harm. The goal of nonviolent resistance is to get your opponents to join with you in understanding and cooperation. For that reason, civil disobedience must not hurt an opponent. People who practice nonviolence try to understand and communicate with their opponents as human beings, not as the "enemy." Nonviolence advocates must struggle to maintain that viewpoint, even when their opponents treat them cruelly and inhumanely. It is a most difficult and challenging task.

The United States has a long, proud history of civil disobedience, starting with the Boston Tea Party. Running from slavery was civil disobedience, for which many people paid with their lives. The "conductors" on the underground railroad, who helped thousands of slaves to freedom, also committed civil disobedience. So did the suffragists who fought for women's voting rights and the civil rights workers who broke the "Jim Crow" segregation laws in the 1950s and 1960s. So did the young men who burned draft cards and went to jail rather than joining the army during the Vietnam War, and so did the people who refused to pay taxes during the military buildup of the Reagan administration. At this very moment there are people in prison because they have broken the law in order to stand up for their beliefs.

As you can tell from these examples, acts of civil disobedience can have a powerful effect—powerful enough to change the course of history. But these great actions also involve great risks. Nonviolent advocates must be willing to suffer for their beliefs. Someone who commits civil disobedience must expect to be arrested. And they must expect to be scorned by much of the population. Throughout history, nonviolent resisters have sometimes had to face physical abuse and even death. People considering civil disobedience must think carefully about their beliefs and motives and decide if they are truly willing to make such sacrifices.

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Boycott

A boycott is an economic action. It is an organized effort to stop buying a product in order to force its producer to change policies or activities. A well-organized boycott can be extremely effective.

Boycotts have a long history—the colonists used them against the British before the Revolutionary War. In the 1970s a boycott against the Nestle company organized by a group called INFACT forced the company to stop selling artificial baby formula to third-world countries. (Formula mixed with contaminated water resulted in many infant deaths.)

More recently, worldwide boycotts against South African products have helped force that country to start changing its racial separation laws. And in 1990 a boycott against tuna canners forced them to change their method of fishing. After years of resistance, they agreed to protect dolphins that were being caught in their nets.

A boycott can be used only against an organization that sells things, of course. And it must sell things that you and your supporters buy. In recent years, peace groups have had problems conducting boycotts against weapons suppliers because these companies make few products for ordinary consumers. Small, local businesses are affected by boycotts much more quickly than large national corporations.

If you are considering a boycott, here are some suggestions to keep in mind:

- A boycott is *never* a first step. Try other actions first. Meet with officials of the organization before you begin the boycott. Explain the changes you want from them, and start a boycott only if they are unwilling to make those changes.
- Boycotts rarely succeed right away. If you start a boycott, expect a long struggle. And starting it isn't enough. You'll need to keep up your efforts for weeks, months, or longer to keep the boycott going.
- You'll need to explain the boycott over and over again as you convince more and more people to stop doing business with the company. Make sure your leaflets explain why you are boycotting and what changes you want before you end the boycott.
- Boycotts are hard on a company's workers. They deserve an explanation of why you are boycotting. And don't be surprised if they respond to your actions with anger.
- Ask people to sign pledges that they will boycott the company until it makes the changes you want. Collect as many of these pledges as you can throughout the boycott. They are added ammunition in your efforts to make the company change its ways.

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Strike

In a strike, workers stop working until the changes they want are made. Workers negotiate with their employers or management for better pay, job benefits, or better working conditions. If the two groups can't agree, the workers' last resort is a strike. They simply stop working until their demands are met. The law guarantees most workers the right to strike, except those who protect the public safety.

Strikers must choose their timing very carefully. Strikes have their best chance for success when the labor of the strikers has the most value. If strikers can't be replaced easily because they have special skills or because there's a labor shortage, then their strike has a good chance of succeeding. If a business has a large financial reserve or plenty of replacement workers, a strike against it may be doomed to fail.

A *slowdown* is a milder version of the strike. In a slowdown, workers continue to work but at a much slower rate. Sometimes a slowdown involves refusing to do anything beyond the minimum requirements of the job. This is called "working to the rule." Slowdowns are a way for workers to make their point without taking the ultimate step of walking off the job.

Occasionally, students have also used strikes to try to force a school to make changes. Student strikes have less force than workers' strikes. Although students may work hard, they are not producing anything of immediate economic value. School administrators often deal with student strikes very severely, with suspensions or other punishments. Without broad student support and the backing of parents, a successful student strike is very difficult to achieve.

Before you even consider a strike, get advice from the experts. Make an appointment to talk with the director of a local labor union before you take your first steps.

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Sit-in

"Only justice to every living thing will save humankind. Only justice can stop a curse."

—Alice Walker

Sit-ins also began in the labor movement. They were a form of strike, in which workers simply sat at their machines and refused to work. Sit-ins were widely used during the civil rights struggles of the 1950s and 1960s. Black protesters entered a racially segregated area, like a lunch counter or bus station. They sat down and waited, hoping to be served like other customers. Frequently, the business or office would then shut down. The protesters were often arrested for trespassing. However the sit-ins were extremely effective. When these peaceful protesters were denied the same treatment that other citizens received, their action showed everyone how unfair the rules of segregation were. One after another, businesses were forced to change their ways, and local segregation laws changed too.

During the late 1960s and early 1970s, activists used sit-ins to protest U.S. involvement in the war in Vietnam. In particular, students took over university offices to protest their school's support of the war. These efforts, although sometimes successful, were less effective than civil rights sit-ins. The connection between the war issue and the demonstrations was less direct. Sit-ins have also been used at government offices in an effort to change official policies.

People who plan a sit-in have several important decisions to make before they begin. They must decide what they will do when the building they plan to occupy is closed—either as a result of their protest or at closing time. Will they stay or leave? If the protesters stay, they may be charged with trespassing and arrested.

Before a sit-in, protesters also need to plan for physical needs—like food and bathroom breaks—during the sit-in. And they must arrange for support teams. These people help those who are sitting-in by standing vigil outside, speaking with reporters, providing supplies, and helping with bail if the protesters are arrested.

It should be obvious that a sit-in is serious. Anyone who is thinking about participating in a sit-in should first seek the advice of a more experienced activist. Demonstrators should get the advice of a lawyer as well.

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Fast

A fast is a way to appeal to the consciences of people who are in a position to make the change. By giving up food, demonstrators show how important they consider their issue to be.

Fasts can be held for limited time periods—twenty-four hours for example. Or they can be extended. The most extreme form of a fast is the hunger strike, in which protesters refuse to eat until the changes they are demanding are made.

Limited fasts can be used to make people think about your issue and to encourage them to take action. A fast should be clearly connected to the issue of concern. For example a fast could be used to call attention to world hunger or to unsanitary conditions in a school cafeteria. Anyone undertaking a fast must drink plenty of water or other liquids during the fast. Furthermore, activists should get good medical advice before they begin.

Unlimited fasting takes great courage and belief, far beyond what most people possess. Hunger strikes by jailed suffragists played a major part in forcing Congress to agree to the nineteenth amendment, giving women the right to vote. Mohandas Gandhi fasted a number of times to help gain India's independence from Great Britain. His fasts lasted for weeks, and he was very near death on several occasions. Gandhi's fasts were successful because he was so widely respected and important that no one wanted him to become ill and die.

More recently, Mitch Snyder, the Washington, D.C. housing activist, also used fasting successfully to force the government to provide housing and services for the homeless of that city. Prisoners have used hunger strikes to protest prison conditions.

Fasting doesn't always convince authorities to make changes, and protesters have sometimes died in the attempt.

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Direct Action: "Do It Yourself"

> "All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others."
>
> —*Mohandas Gandhi*

Many of the actions described in this chapter work by pushing the government to make changes or by mobilizing large groups of people to attack a problem.

But if the problem you care about is small enough and local enough, maybe you can take steps to solve it directly on your own or with just a small group of people. And there are even some big problems that you can still make a direct attack on and make at least some changes in.

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Here are just a few examples of problems that could be attacked directly.

Problem: The neighborhood is littered with trash.

Direct Action: Go out regularly and pick up the trash. This would clean up the problem and might even encourage other neighbors to keep things cleaner.

Problem: Children in your school need clothing and shoes.

Direct Action: Collect donations from the people in your community by going door to door or by asking for contributions at school or at church. Distribute the clothing through your school's guidance counselor.

Problem: You don't want animals to be killed for you to dissect in biology lab.

Direct Action: Make arrangements with your biology teacher to do your labs with computer software instead and encourage your classmates to do the same.

Problem: You suspect that one of the young children in your neighborhood is being neglected or abused.

Direct Action: Call the local child-abuse hot line and report your concerns.

Problem: Some people in your community don't have enough food for their families.

Direct Action: Grow a garden in your backyard and donate some of the vegetables to a local soup kitchen. Or start a community garden on a vacant plot of land and invite the other people in the neighborhood to join in.

Problem: Some of the houses of elderly people in your town are getting run-down.

Direct Action: Volunteer to help paint or repair the home of an elderly person who can't do the work alone.

One great advantage of individual direct actions is the satisfaction they can bring. When you provide food or clothing for someone in need or help repair a house or help an abused child, you can see the results of our efforts immediately. That kind of satisfaction doesn't usually come when you hand out leaflets or lobby elected officials.

How effective can the efforts of one person be in changing the world? There are several ways of looking at that question. If many people each take individual responsibility for working on the problems in their small part of the world, the whole world will become a better place.

On the other hand, many of the world's problems just don't seem to be solvable with local, individual solutions. Think about the problems of

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nuclear waste, for example, or solving the conflicts in the Middle East or protecting marine mammals. All of these problems seem to require action on a national or global scale.

Still, many problems that may appear global at first glance can also be affected by individual direct actions. Individuals can help solve the problems of global warming, for example, by living simpler, more energy-efficient lives. Dolphins are much safer now because thousands of individuals stopped buying tuna until the tuna companies improved their fishing techniques to avoid catching and drowning dolphins.

In short, advocates don't really need to choose between individual direct actions and more global, political actions. The two kinds of actions complement each other. You can do both.

Organizing

Organizing work is not glamorous. It's the least exciting part of activism. But it is probably the most important.

What is organizing work? It is contacting people on the telephone to set up meetings. It is keeping mailing lists updated and building a reference file of information about your issue. It is making arrangements and setting the agenda for next month's conference. It is finding businesses and individuals who will sponsor an action your group is planning.

In short, organizing is all the ordinary, everyday work that has to be done in order to keep a group of people productive. Organizing work can be tedious or even boring, but it is also essential. Even the most dedicated group will fall apart if it isn't well organized.

Some people love to organize. Other people are good at it, even if they don't love it. The greatest contribution good organizers can make to a cause is to use their talents to help their group work efficiently.

If you have organizing talents, the easiest way to put them to use is to offer help to an existing group. If there is no group in your area that is working on your issue of concern, then the other choice is to start one yourself.

Obviously, starting a new organization is a much bigger task than joining one. You'll need to find other interested people to join your group, choose leaders, set goals, plan strategies, and raise funds.

Starting a new organization is a big job. Don't try to do it alone. If you can't find a core of hard-working people to help you with your issue, your new group probably won't succeed anyway. Do as much as you can, and be satisfied that you've tried your best.

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ANALYZING THE OPTIONS

Which actions are most suitable as you work toward your goal? This list will help you decide. Analyze each action you are considering. Then compare your answers for each action, and choose ones that seem most realistic, most appropriate, and most likely to be successful.

ACTION EVALUATION FORM 1

(to be completed when considering an action)

ISSUE:

ENABLING GOAL:

ACTION:

WHAT WILL THE ACTION ACCOMPLISH?

ADVANTAGES:

DISADVANTAGES:

OTHER CONSIDERATIONS:

Does the action have a direct effect on the issue?

Will the results be worth the amount of work required?

Will the action get plenty of public and media attention?

Are enogh people available to plan the action?

Are enough people available to participate in the action?

Is the action consistent with the values we believe in?

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Example Analysis

Issue: World hunger

Enabling goal: End waste of food

Activity: Gleaning fields of local farmers

What will the action accomplish? Provide food for local food bank; reduce food waste

Advantages:

Low cost to complete

Get lots of people involved in issue

Has a direct effect on problem

Has visible, local results

Makes a good news story

Disadvantages:

Needs lots of volunteers

Complicated to organize—contacting farmers may be difficult

Dependent on good weather

Perishable food must be used nearby

Other considerations:

Farmers or local grocers may see this project as competition.

Requires transportation to reach farms from center city area.

Does the action have a direct effect on the issue? *Yes*

Will the results be worth the amount of work required? *Not sure*

Will the action get plenty of public and media attention? *Yes*

Are enough people available to plan the action? *Yes*

Are enough people available to participate in the action? *Not sure*

Is the action consistent with the values we believe in? *Yes*

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Example Analysis

Issue: World hunger

Enabling goal: Feeding the hungry in poor nations

Activity:

Door-to-door canvass for African famine relief

What will the action accomplish?

Raise money to send to famine relief agency

Advantages:

Something can be accomplished even if just a few people work on the project.

Most people seem to care about this issue.

Problem is not very controversial.

Giving money is easy and doesn't call for work on people's part.

Disadvantages:

People don't see the end results locally.

People may not trust that their money is spent wisely.

Doesn't get to the causes of the problem—just a temporary solution.

Problem may seem "far away" to some people.

Other considerations:

Competes with many other causes trying to raise money.

Religious groups may already be doing some of this—could we join forces with them?

Does the action have a direct effect on the issue? *Yes*

Will the end results be worth the amount of work required? *Maybe*

Will the action get plenty of public and media attention? *Maybe*

Are enough people available to plan the action? *Yes*

Are enough people available to participate in the action? *Yes*

Is the action consistent with the values we believe in? *Yes*

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ACTION EVALUATION FORM 2

(to be completed after an action)

ACTION:

LOCATION:

TIME:

NUMBER OF ORGANIZERS: NUMBER OF PARTICIPANTS:

ESTIMATED NUMBER OF HOURS IT TOOK TO ORGANIZE:

WHAT DID THE ACTION ACCOMPLISH?

WHAT WERE THE MOST SUCCESSFUL ASPECTS OF THE ACTION?

WHAT ASPECTS OF THE ACTION WERE UNSUCCESSFUL?

HOW SHOULD THE ACTION BE CHANGED IF WE DO IT AGAIN?

WITH CHANGES, IS IT WORTH DOING AGAIN?

HOW SHOULD WE FOLLOW UP ON THIS ACTION?

WHAT ELSE CAN WE LEARN FROM THIS ACTION?

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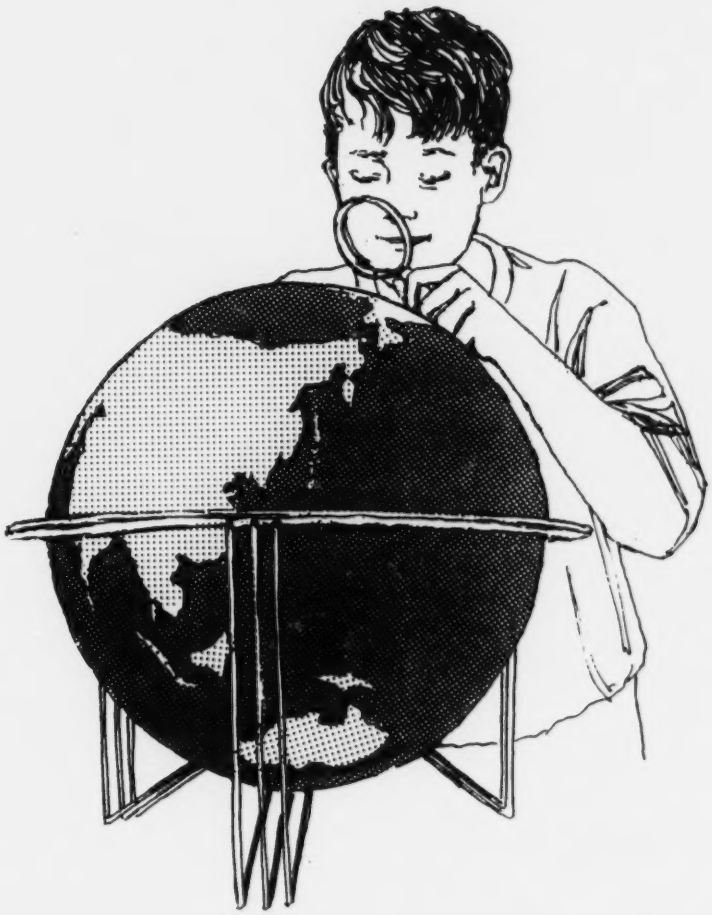
5

SETTING GOALS AND MAKING PLANS



At the end of chapter 2, you selected your cause—the issue that's important enough to make you want to change the world. This chapter will help you plan for actions that will help you make those changes.

Ultimate Goals and Enabling Goals

Suppose you've chosen world peace as the issue you most want to work on. You might state your *ultimate goal* like this:

TO STOP EVERY NATION AND GROUP OF PEOPLE FROM MAKING WAR ON ANOTHER GROUP OR NATION.

or

TO TEACH PEOPLE AROUND THE WORLD TO SETTLE THEIR DISPUTES PEACEFULLY, WITHOUT BLOODSHED.

But, as terrific as those goals are, they seem unreachable. They are too far from the current reality of our world. The changes required to reach that goal would be so huge that it's hard to imagine how anyone could make them happen. It's even hard to imagine where you would start.

"While you are proclaiming peace with your lips, be careful to have it more fully in your heart."

—St. Francis of Assisi

That's why we need *enabling goals*. Enabling goals are smaller, more realistic goals that will bring progress toward our ultimate goal. Enabling goals are steps on the path toward our final objective.

Think about the ultimate goal described above. There are hundreds of possible enabling goals that would make real progress toward world peace. Here are just a few examples:

- Students, teachers, and administrators in the local school system will become trained in and will use nonviolent conflict-resolution techniques.
- The American people will understand and appreciate the peace-keeping efforts of the U.N. and will provide more financial support for those efforts.
- The United States will stop selling arms to nations involved in armed conflicts in other parts of the world.
- The United States will spend less money for troops, weapons, and military bases stationed in other parts of the world.
- The countries of the world will sign a treaty agreeing to stop all testing of nuclear weapons.
- Our city will establish an annual recognition ceremony for community members who have worked especially hard for peace and justice.

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- Local supporters from both sides of the Israeli-Palestinian dispute will meet and discuss the history and current status of the dispute and find ways to support a peaceful solution.

Progress toward any one of these enabling goals could be a real step toward world peace. None of them seems so far out of reach. And because these goals are smaller and more specific, it will be much easier to think of specific actions that you can take to help reach them.

SAMANTHA SMITH

In 1983, tensions between the United States and the Soviet Union were strong. President Ronald Reagan spoke harshly to the leaders of the Soviet Union, which he called "the evil empire." The Soviet leader, Yuri Andropov, also spoke strongly about what he perceived as the U.S. threat. The United States was spending billions of dollars on new weapons systems. The Soviet military was building new nuclear weapons of its own. In dozens of countries around the world, troops backed by the United States were faced off against troops backed by the Soviet Union. A lot of people were afraid that World War III might start in any one of those places.

One of the people who was worried about this terrible threat was Samantha Smith, from the little town of Manchester, Maine. She heard the television news reports about the nuclear arms race, and they frightened her. In January 1983, ten-year-old Samantha wrote a letter to Yuri Andropov. Writing the letter was Samantha's own idea, although her parents did check it for errors before she sent it.

To everyone's surprise, Andropov wrote back. In his letter he said the Soviets would do everything they could to prevent war with the United States. He promised that the Soviet Union would "never—but never!—be the first to use nuclear weapons against another country." And he invited Samantha to visit the Soviet Union that summer! Samantha's letter and Andropov's reply were also printed in *Pravda*, the Soviet Union's most important newspaper.

Of course this was very big news. The invitation helped the Soviets show that they were a concerned, peace-loving people, instead of an "evil empire." And it gave people hope that the Soviet and U.S. governments might be able to live and work together after all, instead of blowing each other up.

Samantha was interviewed on all the major U.S. news programs. She was a guest on "Nightline" and "The Tonight Show." Magazine and newspaper articles were written about her. Everyone was very impressed with her level-headed, sensible comments, and the way she handled all the publicity without getting flustered.

In July 1983, Samantha and her parents visited the Soviet Union. Samantha had a chance to see Moscow and Leningrad (now St. Petersburg), Russia's two greatest cities. She also spent several days at a camp with Soviet children. For many U.S. citizens, Samantha's visit was a bright ray of hope in a very dark time. And Samantha's lively personality made it all the brighter.

Television executives noticed how well Samantha performed in front of a camera. When she returned from the Soviet Union, she had several offers to work in show business. In 1984, Samantha hosted a TV special about the upcoming presidential election. During the show, she got to interview many of the candidates. And the next year, she costarred in her own television show, "Lime Street," with Robert Wagner.

Everyone agreed that Samantha had a life of limitless possibilities ahead of her. Sadly, Samantha's story has a heartbreaking ending. In 1985, when she was only 13, Samantha Smith and her father died in a plane crash. They were returning home from filming the fourth episode of her TV show. People across the United States mourned when they heard the news of her death. But Samantha will long be remembered for her contribution to world peace and understanding between nations.

★ ★ ★

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Here is another ultimate goal:

TO END HUNGER AND STARVATION IN THE WORLD.

Think of five to ten enabling goals that would be steps on the road to ending world hunger.

Listed below are some enabling goals that could help in the effort toward ending world hunger. Compare these with your own answers.

- Inform people about the need for population control in order to reduce the strain on world resources.
- Gather food from farmers' fields that is otherwise wasted by mechanical harvesting.
- Collect surplus and donated foods for a local food bank.
- Raise funds to buy farm tools for people in poor countries.
- Collect money to aid victims of famine in Africa and Asia.
- Encourage people to eat more vegetable products and less animal protein.
- Set up a local food co-op to help people buy foods in bulk, at lower cost.

Now let's get back to *your* cause once again.

- Think of some enabling goals that will make progress on the path to your ultimate goal.

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What Skills Do You Bring to Advocacy?

Every individual has his or her own special abilities, skills, and talents. And each of us can use those abilities in our efforts to make changes in the world.

"Thoughts are but dreams
'til their effects be tried."
—*William Shakespeare*

Julie's story: Julie has always loved music. She sings in the school choir and has taken piano lessons for years. Julie is also concerned about drug abuse in her community. So she has decided to put her musical talent to use as she works on her chosen issue.

Last year, Julie convinced her piano teacher to help her put together a benefit concert for a local drug rehabilitation clinic. Julie arranged to hold the concert at her school auditorium. Her teacher put her in contact with many local musicians, many of whom were willing to perform for free. Concertgoers heard a strong antidrug message, and the concert itself raised almost $600 for the clinic. On top of that, Julie had the chance to meet and listen to some of the best musicians in the city.

This year, Julie has started a band of her own. Many of the songs that they play are about important issues such as drugs, saving the environment, and world peace. And this year, Julie's band will be one of the groups playing at the second benefit concert.

Leon's story: As Leon read his history books, watched TV, and listened to the things that kids at school were saying, he realized that African-Americans haven't gotten the credit they deserve for their help in building this country. Most of the kids at school had no knowledge of African-American contributions to American history and culture. When Leon complained to his father about it, his father said, "Why don't you do something about it?"

Leon's first reaction was, "What can *I* do?" But then he realized that there was something he could do. Leon could draw. Everybody at school said so. Whenever there was a dance, a play, or an election, someone was sure to ask Leon to help make the posters to advertise it. "I could make posters that tell about African-American cultural achievements!" he realized. Not only would that help solve the problem that concerned him, but at the same time he would be doing the thing he liked best—creating works of art.

Leon talked to Mr. Haynes, the art teacher at his school. He arranged to get the right materials and to work after school. In a couple of weeks he had designed a series of posters that showed four important African-American writers: Phyllis Wheatley, Richard Wright, James Baldwin, and Langston Hughes. Mr. Haynes helped him turn his work into reproducible prints, and soon Leon's posters were on bulletin boards around the school. Other students loved Leon's work, and they also talked about the information on the posters. Mr. Haynes even sent copies of Leon's posters to the other schools in the city, so that other students would have a chance to see them.

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Walter's story: "Hey, Walt. We're going to shoot some hoops. Want to come?"

"No, I can't," Walter answered. "Today's my day down at the shelter. Sorry."

"What do you mean, 'your day at the shelter'?" his friend Jamie asked.

"Thursday's my day to cook down at Liberty House."

"That's the homeless shelter over on First Avenue, isn't it?"

"Yeah, I help cook dinner there once a week."

"How much do they pay you?" Jamie asked.

"Nothing. I'm a volunteer," Walter said.

"No kidding!" Jamie paused for a minute. "I wonder if they have something I could do."

Three months earlier, Walter had seen a story on the evening news about Liberty House. The reporter had talked with two families who had lost their homes. They were staying at the shelter until they could find new places to live. Later in the report, the director of Liberty House said that they could use volunteers to help with the shelter's programs. Walter wondered if there was something he could do to help.

A few days later, he stopped by the shelter. One of the volunteers showed him around. When he saw the kitchen and dining room, Walt knew exactly what he could do.

Walter loved to cook, and he was good at it. Running a restaurant or working as a chef was at the top of his list of career possibilities. When he was a little boy, Walter begged his parents to let him make his own meals. He started making bag lunches for his sisters to take to school each morning when he was in sixth grade. Walter also cooked dinner for the whole family every now and then. Sometimes he followed recipes from a book, but usually he liked to make his own creations.

When he asked if he could help cook meals at Liberty House, the director had only one question. "When would you like to start?"

"How about Thursday?" Walter answered, and he's been cooking dinner for forty people each Thursday afternoon ever since. The food he has to work with is plain—inexpensive meats and lots of beans, rice, and whatever vegetables have been donated that week. So Walter has to be creative. The shelter residents who help Walter in the kitchen tell him that they like his cooking, and that makes him feel good. Of course, he's also getting some valuable experience that should be very useful when he applies for his first restaurant job. But most of all, he knows that he's putting his skill to use for a good cause—and that makes him feel *very* good.

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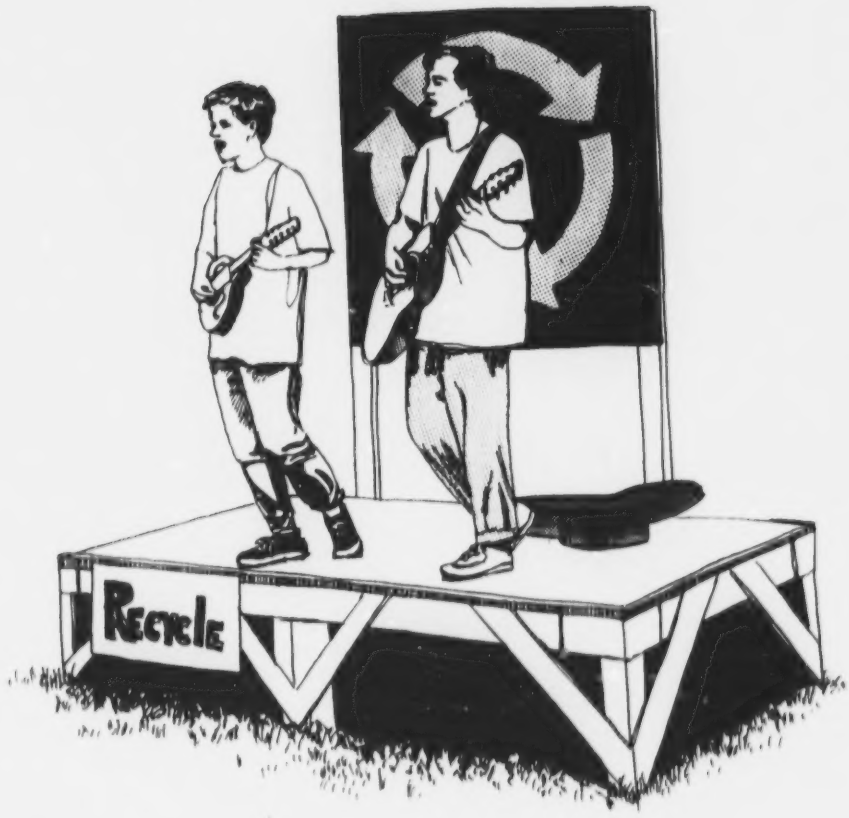

Your story: So what about you? What skills and talents do you have that might be put to use for your cause? Are you good at talking with people? Writing? Woodworking? Athletics? Cooking? Mathematics? Be generous with yourself.

- List all the things that you're good at doing.

Go back and look at your list.

- Think of at least one way to put each of those skills to use in service to a cause.

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WHAT'S YOUR STYLE OF ADVOCACY?

We all have our own ways of doing things. Some kinds of activities suit your personality better than others. Here's a short quiz that will help you determine what kinds of activist roles are best suited to you.

For each question below, choose the activity that is more appealing to you. Then circle an "SP" if you would strongly prefer that activity over the other, or a "P" if your preference is not strong.

After you have finished making your selections, you'll be given directions for scoring and interpreting your answers.

SECTION I

Would you prefer to . . .				
1. Do research about animal rights organizations OR Care for animals in an animal shelter	P	SP	P	SP
2. Write a flier about protecting endangered species OR Distribute the flier to houses in a neighborhood	P	SP	P	SP
3. Investigate sources of pollution in your community OR Participate in a community clean-up	P	SP	P	SP
4. Raise money for homeless families by joining a readathon OR Raise money for homeless families by joining a walkathon	P	SP	P	SP
5. Lead a class discussion about preventing school violence OR Patrol the school to prevent violent incidents	P	SP	P	SP
6. Plan a fund-raising project to raise money to rehabilitate a house for a low-income family OR Help paint a house for a low-income family	P	SP	P	SP
TOTAL:	___ M ___		___ P ___	

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"The most important education
is action: the important action
is the struggle for justice."
—Myles Horton

SECTION II

Would you prefer to . . .				
1. Make phone calls about ending apartheid OR Go to a large anti-apartheid rally	P	SP	P	SP
2. Read and study about other cultures OR Join an intercultural understanding study group	P	SP	P	SP
3. Write articles for a human rights newsletter OR Act as a "big brother" or "big sister" to one child	P	SP	P	SP
4. Write letters to your senator about prison reform OR Visit your senator with a group to discuss prison reform	P	SP	P	SP
5. Make tapes of books for a blind person OR Read to a blind person	P	SP	P	SP
6. Think about the dangers of nuclear war OR Talk with your friends about the dangers of nuclear war	P	SP	P	SP
TOTAL:	___ I ___		___ G ___	

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SECTION III

Would you prefer to . . .				
1. Give a speech about your favorite cause OR Listen to a speech about your favorite cause	P	SP	P	SP
2. Chair a committee meeting OR Take notes at a committee meeting	P	SP	P	SP
3. Make the arrangements for a fund-raising dance OR Sell tickets to the dance	P	SP	P	SP
4. Organize a neighborhood watch in your community OR Be a member of a neighborhood watch in your community	P	SP	P	SP
5. Organize a tutoring program for young students OR Work as a tutor for young students	P	SP	P	SP
6. Direct a play that teaches children about good nutrition OR Play a role in a play that teaches about good nutrition	P	SP	P	SP
TOTAL:	___ S ___		___ O ___	

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How to Score Your Inventory

Step 1: Go back through your answers. Taking one section at a time, add up all the marks in each column. Multiply the total in the strongly prefer columns by three. Add the totals for each component. Write the numbers in the appropiate spaces below.

Section I:	M _____	P _____
Section II:	I _____	G _____
Section III:	S _____	O _____

Step 2: For each pair of letters, note the higher score. This score indicates what types of activities you prefer.

Step 3: For each pair of letters, subtract the lower score from the higher score. This score indicates the degree to which you prefer these types of activities.

Interpreting Your Inventory Scores

The questions you have just answered are divided into three groups, each with their own scale and their own score:

MENTAL/PHYSICAL (M/P) SCALE: The more your score is weighted toward the M side of this scale, the more you prefer using your mind over physical activity. You prefer planning things, researching, writing, or designing things. Advocacy roles that might suit you include writing or editing newsletters, articles, and letters; designing fliers; discussing and debating your issue with others; investigating and searching for information that could be useful to your cause.

The more your score is weighted toward the P side of this scale, the more you prefer using your physical rather than your mental abilities. You are a "doer." You would rather be active. Advocate roles that might suit you include making and building things; marching and picketing; distributing leaflets; setting up for events; and doing the physical labor that is necessary to so many different actions.

If your score is at or near zero on the M/P scale, you do not have a strong preference for one type of activity (physical or mental) over the other.

INDIVIDUAL/GROUP (I/G) SCALE: The more your score is weighted toward the I side of this scale, the more you prefer working alone. You would rather approach a problem on your own and complete it by yourself. You probably feel a lot of pride and satisfaction when you complete a task and do it well. Advocacy roles that might suit you could include various kinds of work that can be done at home, such as telephoning or writing letters, and other activities that may not involve person-to-person contact.

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The more your score is weighted toward the G side of this scale, the more you prefer working with other people. The companionship and fellowship you find in a group of people is probably very important to you. You may have trouble staying focused on a task if you are working alone. No matter what the outcome, you will be more personally satisfied when you join with others as you work toward your goal. Activities that might suit you could include committee work, participating in large gatherings like rallies or marches, and joining in other actions that require cooperative effort and teamwork.

If your score is at or near zero on the I/G scale, it probably doesn't make much difference to you whether you work toward your goal in a group or by yourself.

ORGANIZER/SUPPORTER (O/S) SCALE: The more your score is weighted toward the O side of this scale, the more you like to take an organizing or leadership role in your activities. You're probably not satisfied just participating; you want to have a say in deciding how things should take place. You probably like to take responsibility for making sure that everything is planned well and that those plans are carried out well. You also may get satisfaction from taking a more visible, public role. Advocate roles you might choose would include serving as an officer or spokesperson for an organization or contacting people and making the necessary advance arrangements for an event.

The more your score is weighted toward the S side of this scale, the more you prefer serving as a supporter or worker in an organization. You want things to go well, but you don't care to be in the limelight yourself. You would rather perform the essential but glamorless tasks that every organization needs to have done to keep itself going. Activities that might suit your style could include working behind the scenes at an event; providing support services; serving as one among many volunteer workers—stuffing envelopes, joining a picket line, staffing an information booth, keeping organizational records on a computer, or cooking and serving at a fundraiser dinner, for example.

If your score is at or near zero on the O/S scale, you are willing to serve as either an organizer and leader or as a volunteer worker as you work toward your goal.

IMPORTANT NOTE: This survey may give you a sense of how you see your role as an activist *today*. On another day, depending on your mood and on recent experiences, you might answer the same questions very differently.

This survey shouldn't be used to define or limit the kind of participation you engage in as you become an activist. If you scored high on the supporter side of the O/S scale, but you want to serve as vice-president of your organization, then go for vice-president! If you scored high on the mental side of the M/P scale, but you want to go on a twenty-mile walkathon, then by all means walk!

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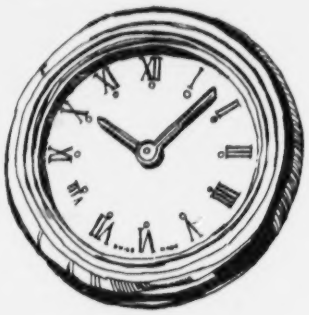
ALLOTTING TIME TO YOUR CAUSE



Of all the things you have to give to your chosen cause, time may be the most precious. Time is a limited commodity; each day has only twenty-four hours. The vast majority of that time is probably allotted to various tasks already. Just the activities of daily living—sleeping, eating, and bathing, for example—take up large portions of each day. You've undoubtedly committed other blocks of your time to school or work. Personal relationships also require investments of time.

How much time do you have to invest in your advocacy? To help you decide, fill out the time chart below, estimating how you ordinarily spend your time now.

	WEEKDAYS	WEEKENDS
midnight–1 A.M.		
1 A.M.–2 A.M.		
2 A.M.–3 A.M.		
3 A.M.–4 A.M.		
4 A.M.–5 A.M.		
5 A.M.–6 A.M.		
6 A.M.–7 A.M.		
7 A.M.–8 A.M.		
8 A.M.–9 A.M.		
9 A.M.–10 A.M.		
10 A.M.–11 A.M.		
11 A.M.–12 noon		
12 noon–1 P.M.		
1 P.M.–2 P.M.		
2 P.M.–3 P.M.		
3 P.M.–4 P.M.		
4 P.M.–5 P.M.		
5 P.M.–6 P.M.		
6 P.M.–7 P.M.		
7 P.M.–8 P.M.		
8 P.M.–9 P.M.		
9 P.M.–10 P.M.		
10 P.M.–11 P.M.		
11 P.M.–midnight		

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ALLOTTING TIME TO YOUR CAUSE (continued)

Examine your chart. Look for places where you seem to have time available. You may have to make some trade-offs. To find time to spend on your chosen issue, you may have to sacrifice time you now spend on something else. Your willingness to make these sacrifices could indicate just how important that issue actually is to you.

Estimate how much time per week you have to devote to your cause:

Finally, knowing your weekly routine, decide when you will be able to schedule time to work on your concern:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

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CHOOSE YOUR TACTICS

You've selected your cause. And you've seen that there are many different ways to make your point about any issue. Now it is time to match the issue to the actions. Answering the questions below should help you choose actions that will best focus attention on your issue.

1. Describe your ultimate goal in resolving the issue you've chosen. How will the world be different when this problem is solved?

2. List all the enabling goals you can think of that will help achieve this ultimate goal.

3. Considering your community and the people and resources available to you, choose the enabling goal above that you think would be best to work on.

4. Brainstorm all the local actions you can think of that would help reach that enabling goal.

5. Put a check next to each action in step 4 that seems to be a realistic possibility for your community.

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YOUR OWN PLAN FOR CHANGING OUR WORLD

At last it's time to create your own plan for making the world a better place. You've chosen your cause. You've explored the many possibilities for action. Now you should be ready to put it all together in an organized way, as a plan very much like your plan for personal change in chapter 1.

GOAL:

ENABLING GOALS:

STEPS:

RESOURCES (including other people who share your concern):

TIMETABLE OR SCHEDULE:

RECORD:

EVALUATION:

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6

FINANCES AND FUND-RAISING

"Our fortunes are still in our hands. We have the power to save the future."
—*Winston Churchill*

Like it or not, almost anything you want to do to change the world will cost money. Even the smallest organization needs money to get things done. Letters and phone calls cost money. So do simple things like printing posters or petitions or traveling to meetings. Big projects require even more money, of course.

And you'll have to keep careful track of the money to ensure you're using it wisely. That will give other people confidence in the honesty of your efforts.

All this means you'll need to make budgets, keep a ledger, and plan fund-raising projects. If you are working with a group, find a member who is good in math to serve as your treasurer. If you have access to a computer, the treasurer might even keep track of financial information with a kind of computer program called a *spreadsheet.*

Let's start with budgeting. A budget is a plan that describes how much money you expect to need for an organization or project and where you expect that money to come from. A good budget has two lists, *income* and *expenses*. The two lists should balance; that is, you should have enough income to cover your expenses.

Showing people your budget is often very helpful when you're asking for financial contributions. Having a budget shows that you are responsible and serious about what you are doing.

Here's a sample budget for a project:

Lincoln School Ecology Club
Benefit Dance Budget

EXPENSES:	
DJ	$60
School custodian	25
Decorations	20
Refreshments (drinks, cookies)	50
Publicity (photocopies posters)	5
Total expenses	$160
INCOME:	
Ticket sales ($2 per ticket)	$300
Refreshment sales	100
Total income	$400
Expected profit (income – expenses)	$240

Budgeting ahead of time means you won't get caught with an unpleasant financial surprise later. Remember, you can always make changes in the budget if you discover extra expenses or extra income.

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Keeping the Books

Every organization should keep track of its finances, using simple bookkeeping. The treasurer should keep a running record—called a ledger—of all the group's income and expenses.

The ledger needs five columns. The first column gives the date of each transaction, and the second column describes it. The third column is used to record income, and the fourth records expenses. The final column is the organization's *balance*—the amount of money it has after each transaction.

Here's an example from the Lincoln School Ecology Club's ledger:

Lincoln School Ecology Club
1992–93

Date	Transaction	Income	Expense	Balance
9/15/92	From student activity fund	$100.00		$100.00
9/15/92	Contribution—Ms. Wilson	10.00		110.00
9/17/92	Stationery		5.37	104,63
9/23/92	Refreshments for meeting		13.75	90.88
9/24/92	Dues payments from members	24.00		114.88
9/24/92	Contribution to Greenpeace		10.00	104.88
10/3/92	Decorations for dance		23.17	81.71
10/3/92	Photocopying dance posters		3.55	78.16
10/11/92	Dance refreshments		52.98	25.18
10/12/92	Ticket sales income	248.00		273.18
10/12/92	Refreshment sales	120.50		393.68
10/12/92	Payment to DJ		60.00	333.68
10/12/92	Payment to custodian		25.00	308.68

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Each time the club has income, the treasurer records it in the ledger and adds it to the club's balance in the last column. When the club has an expense, the treasurer records that and subtracts it from the balance.

You can see that the last seven entries on this ledger show the expenses and income from the dance in the sample budget. Notice that the actual expenses and income from the dance aren't exactly the same amounts that were in the budget. For example, the club expected to sell $300 worth of tickets, but it took in only $248. That's okay. The budget wasn't precisely right and it didn't need to be. The club members were close enough in their estimates. They did a good job anticipating how much the dance would cost to put on and how much money it would make.

Remember, a budget is a *plan* of your income and expenses. A ledger shows your *actual* expenses and income.

Finally, it's a good idea to audit (check) your books once a year. For an audit, ask someone outside the group to examine the ledger. The auditor will make sure the ledger balances correctly and that your group actually has the amount of money that the ledger says you have.

"A clear conscience is a good pillow."
—English proverb

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BOOKKEEPING QUIZ

How well do you understand how to record finances? See if you can answer these questions:

1. What is a group's financial plan called?
2. What is a group's financial record called?
3. A yearly check of your organization's bookkeeping is called _____.
4. How much money did the Lincoln School Ecology Club receive from the student activity fund?
5. How much did the refreshments for the Lincoln School Ecology Club meeting on September 23 cost?
6. How much money did the club have at the end of the day on October 3, 1992?
7. How much did the club plan to spend on decorations for the dance?
8. How much did they actually spend on decorations?
9. How much money did the club expect to pay the custodian?
10. How much did they actually pay the custodian?
11. How much profit did the club expect to earn from their dance?
12. How much did they actually earn from the dance?
13. Why is it important to keep a record of all your income and expenses?

ANSWERS

1. budget 2. ledger 3. audit 4. $100.00
5. $13.75 6. $78.16 7. $20.00 8. $23.17
9. $25.00 10. $25.00 11. $240.00
12. $204.80 (income from tickets and refreshments minus all the expenses for the dance)
13. Various answers will be correct.

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More Financial Matters

Opening a Bank Account

If your organization has more than about fifty dollars at a time, you should probably open a checking account. This will keep your money safe and let you pay bills by check.

Before you open an account, do a little research. Most banks charge for checking accounts, but charges vary greatly. You may even find a bank with no service charges at all. Call the banks in your area and ask what their service charges are. Then decide which bank to use.

The bank may also require an adult to be one of the people responsible for signing checks. Ask about that, too, before you choose.

Nonprofit Status

Certain nonprofit organizations have a big advantage in fund-raising: they can tell people that their contributions are tax deductible. This makes people more willing to give money, because they are lowering their tax bill each time they give.

To find out if your organization is nonprofit and contributions are tax deductible, answer the following questions:

1. Is anyone in your organization making money from its activities?
2. Is the organization spending money to help political candidates with their election campaigns?
3. Does the group spend money to educate or inform people about your issue?
4. Does your group encourage people to take action to change the way your issue is dealt with in your community or country?

If you answered *no* to question 1, then your group is almost certainly nonprofit. If you also answered *no* to question 2 and *yes* to question 3, then contributions to your organization are probably tax deductible.

You can consider yourself nonprofit whether your purpose is simply education or whether you take actions (such as picketing, boycotting, or petitioning) in order to create change. So your answer to question 4 can be either *yes* or *no*.

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If you are certain that your organization is nonprofit, you can tell people that it is. But to be absolutely certain of your tax status, and if you expect your group to grow and last for several years, you should think about making it official. That process is called incorporation.

Incorporation

Incorporation means becoming officially recognized as an organization by your state government. The big advantages of incorporation are:

- Your nonprofit status becomes official.
- Your group may also be declared tax-exempt. You won't have to pay sales tax on any of the things you buy.
- You'll be eligible for special low postal rates.
- The law will treat your organization as a separate "person," responsible for its own debts and actions. This protects individual group members from being held responsible for unwise, expensive actions of other members.

Becoming incorporated is a bit complicated and expensive, however. It usually involves filling out a long form that describes your group and lists its officers. It also requires you to pay a fee to the state. You may need the advice of a lawyer. So consider incorporating only if your organization seems to have a long, busy future ahead of it.

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Fund-Raising

The process of finding and collecting money to support your organization's work is called fund-raising. It's a reality for every activist. Like it or not, if your group is going to be successful, fund-raising must be a large part of its efforts.

No matter which fund-raising projects you choose, you will have to keep these basic principles in mind:

- Make the best use of your time and energy. Choose projects that will give a good financial return for the amount of effort you put into them. Avoid wasting time on projects that are just too big or too difficult.
- Choose fund-raising projects that are clearly connected to the issue. For example, selling used toys to help support a shelter for abused children would have a very strong connection.
- Avoid fund-raising ideas that contradict your goals. Holding a fancy dinner party to raise money to feed the homeless would be a bad idea, for example.
- Make your fund-raising perform double duty. The best projects also pass on information about your cause.

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- People should always understand what they are supporting with their money. Identify your organization clearly on any publicity for the event. Pass out leaflets or brochures during the event. Take a minute or two to talk about the issue during your fund-raiser.
- Whenever possible, tell people exactly how their contributions will be used.
- Try to make every event self-supporting. Whenever possible, include fund-raising in each event you hold—even if it's just "passing the hat" at a meeting.
- Have fun. Choose fund-raising projects that you'll enjoy doing. If no one wants to do the jobs needed for a project, it won't succeed.
- Once you've selected a good idea, take the time to do it right. Allow plenty of time for planning. Fund-raising events need organization and publicity. There are always lots of small details to be arranged. Create a plan and time line at the beginning of your project, and stick to it. That way, you won't find yourself rushing madly to get things done at the last minute.
- Record the name, address, and phone number of every contributor. Later, you may want to go back to them to ask for additional funds. If they gave once, there's an excellent chance that they'll give again.
- A regularly scheduled fund-raiser, like an annual dinner or a monthly car wash, can become a traditional event in the life of your community. People will look forward to participating in it. If you're smart enough or lucky enough to start a tradition like that, your job of fund-raising will be much easier.
- Analyze each fund-raising event after it has been completed (see page 159). In what ways was it successful? What could have been changed to make it better? Is it worth doing again? Analysis will pay off when you plan future fund-raising projects.
- Don't be afraid to ask people for money. The worst they can do is say no. And don't let a few no's discourage you from asking someone else. No matter what your cause, there are plenty of people who will support it if only someone will ask.

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Now, let's do some brainstorming.

How many different ways can you think of to raise money to support your efforts?

Take ten to fifteen minutes to make a list.

On the next few pages you'll find a chart of fund-raising ideas. Each one is described in detail so you can compare projects and make a wise choice. The evaluations and suggestions come from my experiences and opinions. Your experiences may be different.

Each fund-raiser is evaluated in the following categories:

Level of Difficulty (easy, average, or hard): How complicated and difficult to organize the project is.

Planning Time Needed (number of weeks): An estimate of how far in advance you must start in order to be successful.

Number of Organizers Needed (high, average, low): How many *workers* (*not* participants) you'll need to make the project succeed.

Start-up Costs (high, average, low): How much money you'll have to spend in advance to make the project work.

Potential Return (high, average, low): How much money you can expect to raise if the project is successful.

Informational Value (high, average, low): How much the people who come to the event will learn about your cause.

Advantages: Strong points about this particular fund-raising method.

Disadvantages: Dangers and pitfalls that can reduce the success of the project.

Other Suggestions: Helpful hints that may make the project run more smoothly.

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	Membership Dues	"Passing the Hat"	Canvassing	Dance
Description	Collecting regular fees from members	Collecting donations at an event or meeting	Asking for contributions, either by telephone or door-to-door	A dance with live or recorded music
Difficulty	Easy	Easy	Average	Average
Planning Time	1–2 weeks	None	2–4 weeks	8 weeks
Organizers Needed	Low	Low	Low	Low
Start-up Costs	Low	Low	Low	Average
Potential Return	Low	Average	Average	Average
Information Value	Low	Low	Average	Low
Advantages	Encourages members to be serious; provides some regular income.	Can be done at any gathering focused on your issue; needs no planning.	Provides immediate income; tells about issue while raising funds; can be expanded to fit the number of your canvassers.	Can appeal to a broad range of people.
Disadvantages	Can keep potential members away; not useful when you need quick income.	People may not be prepared to give. Donations are usually small.	Some volunteers will feel uncomfortable asking for money; poorly trained canvassers can leave a bad impression.	May not inform people about your issue; crowd control can be a problem.
Other Suggestions	Make adjustments for those who cannot afford full dues.	Tell people how money will be used. Find "matching donors" to encourage participation.	Tell how money will be used. Ask in person. Practice with each other; work with partners for safety. Choose neighborhoods where homes are close together.	Choose date and time carefully; use recorded music; sell refreshments; inform dancegoers of your cause.

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	Performance	Concert	Movie Screening*	Speaker
Description	A play, talent show, or other theatrical event	A musical event, either amateur or professional	Showing a movie or video relevant to your cause	A speech by an expert on your issue.
Difficulty	Hard	Average	Easy	Average
Planning Time	12–16 weeks	8–12 weeks	4–6 weeks	10–52 weeks (depends on speaker)
Organizers Needed	High	Average	Low	Low
Start-up Costs	High	Vary	Vary	Low
Potential Return	Average	High	Average	Low
Information Value	High	Average	High	High
Advantages	Can get your message across effectively; can involve lots of people with many different talents; can have wide popular appeal.	Often draws large crowds.	The right movie can make a strong point; movies on most subjects are available on video.	A well-known speaker will bring lots of people to hear your message.
Disadvantages	Takes a tremendous amount of work. Needs people with special skills and knowledge.	You may need insurance coverage, which could be expensive.	Many people are unwilling to go to "serious" movies—they'd rather be entertained.	Well-known speakers are often hard to get and charge high fees; lesser-known speakers don't draw large crowds.
Other Suggestions	Publicize well.	Ask performers who care about your cause. Have good equipment. Try outdoor concerts. Ask a nightclub owner to hold a benefit in return for a share of the proceeds.	Theater owners show new movies as a benefit; split the money. Preview the movie. Respect all copyright laws. Get permission and plan to pay a royalty if you charge people.	Find a local college group to co-sponser your speaker. Sell tickets to a reception; people will often pay extra to meet a well-known speaker.

*If you want to look beyond your local video outlets there are organizations that rent hundreds of educational and informational movies and videos. Rentals are usually fairly inexpensive. Check with the audio-visual department of your school system or local college.

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	Walkathon or Other "Thon"	Workathon	Signature Ad	Festival/Carnival
Description	Participants sign up sponsors, who pledge a certain amount of money for each mile.	Participants sign up sponsors, who pledge a certain amount of money for each hour.	Sponsors pay for newspaper ad that explains your message and lists sponsors' names.	A festival or carnival has many different activities—items to buy and entertainment.
Difficulty	Hard	Hard	Hard	Hard
Planning Time	10–12 weeks	10–12 weeks	10–12 weeks	12–16 weeks
Organizers Needed	Average	Average	Average	High
Start-up Costs	Average	High	Low	High
Potential Return	High	Average	Low	Average
Information Value	Average	High	High	Average
Advantages	Participants put in as much or as little time as they want. Each sponsor must think about your issue. Can get good news coverage.	Raises money and accomplishes something; can get message across strongly; TV and newspapers may cover event.	People see how their money is used. Others see the message, read to see who supports it, and may want to support your group.	Can be fun for organizers and helpers. Several groups can share the work and the return. Attracts many people.
Disadvantages	Involves bookkeeping and paperwork; needs many participants; collecting pledges can be difficult.	May require special tools or skills	Doesn't raise much money; newspaper ads are expensive and appear only once.	A great deal of work and long-range planning is needed.
Other Suggestions	Give participants a pledge sheet and a leaflet explaining your issue to take with them. Offer small rewards for raising a minimum amount. Make copies of pledge sheets so you don't lose sponsors' names and addresses.	Choose project that fits cause; offer your services and find out what people need; don't leave something half done. Organize so people work in groups; have refreshments available.	Show people the text and artwork of the ad so they know what they are signing. Include reply coupon in the ad for others who want to help.	Make sure food booths meet health department standards. Can be combined with other fund-raisers. Include lots of booths.

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	Miniature Golf, Bowling, Skating Party	Dinner	T-Shirt Sales	Sale of Buttons, Bumper Stickers, etc.
Description	Participants buy tickets to the party. Your group arranges with the owner to get part of sales.	Cook and serve dinner for a group of people–often followed by a speech, entertainment, etc.	Selling of T-shirts or sweatshirts with your group's message printed on them.	Selling buttons, bumper stickers, cards, calendars, or posters that spread your group's message
Difficulty	Easy	Average	Easy	Easy
Planning Time	4–6 weeks	6–8 weeks	4–6 weeks	4–6 weeks
Organizers Needed	Low	Average	Low	Low
Start-up Costs	Low	High	High	Average-high
Potential Return	Average	Average	Low	Low
Information Value	Low	Average	Average	Average
Advantages	Easy to arrange.	People like to get something for their money; will attract people, particulary if the dinner has a special feature.	T-shirts are very popular. Silk-screening is an easy, inexpensive craft project. Spreads your message every time it's worn.	Very easy to organize and arrange. Allows people to make small contributions. You can make your own buttons or bumper stickers.
Disadvantages	Crowd control can be a problem in some locations.	Requires cooking skills and preparation; requires a location with kitchen.	You can be stuck with unsold shirts.	You can be stuck with unsold merchandise.
Other Suggestions	Get help from business owners, who often hold such events. Negotiate with business owners about getting a percentage of refreshment sales. Hand out literature at the event.	Sell tickets in advance, to estimate the amount of food. School cafeteria staffs may prepare dinner for a fee. An after-dinner program makes the project more attractive. Don't use untested recipes.	Buy good quality shirts; search for the best buy in large quantities. Check with companies that sell message shirts or companies that will print. Find a local artist to create an original design. Check with the art department for help in producing the shirts.	Sell small items at other events to generate extra income.* Find a local artist to create an original design. Check with the art department for help in producing the shirts.

*Here are some sources for merchandise to sell:
Donnelly/Colt, Box 188, Hampton, CT 06247, (203) 455-9621
Northern Sun Merchandising, 2916 E. Lake St., Minneapolis, MN 55406, (612) 729-2001 Peace Resource Project, P.O. Box 1122, Arcata, CA 95521, (707) 822-4229 Syracuse Cultural Workers, Box 6367, Syracuse, NY 13217 (315) 474-1132

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	Raffle	Bake Sale	Yard Sale	Car Wash
Description	People buy raffle tickets for chances to win money or prizes.	People donate baked goods to sell.	Selling a collection of used household goods that people have donated	People pay to have their cars washed, waxed, or otherwise cleaned.
Difficulty	Average	Easy	Average	Easy
Planning Time	6–8 weeks	4–6 weeks	10–12 weeks	3–4 weeks
Organizers Needed	High	Low	Average	Low
Start-up Costs	Low	Average	Low	Average
Potential Return	High	Low	Average	Average
Information Value	Low	Low	Low	Low
Advantages	Most people are familiar with raffles and are often willing to buy at least one ticket.	People love pies, cakes, and cookies. People find out about your organization when they visit your sale.	Many people love yard sales and go on a regular basis. It's an opportunity to "recycle" used merchandise.	There's always a demand for this service. If you find a good location, little advance publicity is needed. Can be fun for the workers.
Disadvantages	Requires many people to *actively* sell tickets in order to be successful. Raffles are not legal in all areas.	Provides limited income that relies on a lot of work from your own members.	You need a location to store what you're going to sell. Collecting and pricing the merchandise is a big job.	Depends on good weather for success.
Other Suggestions	Ask local businesses to donate the raffle prizes for publicity.	Shopping centers sometimes allow bake sales outside their stores; the school cafeteria (at lunchtime) is a good location. Include small, inexpensive items that people can buy as snacks.	Mark items with prices before the sale. Negotiate with buyers; lower your prices later in the day. Spring and fall are usually the best times. Sell refreshments for added income. Donate leftover items to charity.	A Saturday is probably the best day for a car wash. Find a busy location. Church, school, and bank parking lots are usually available on Saturdays.

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	Fasts	Grants	Donors/Sponsers	
Description	People pledge to give up a meal or a day's snacks and donate the money to a cause.	Awards of money given by foundations, charitable organizations, or individuals	Asking selected individuals or businesses for financial support	
Difficulty	Average	Hard	Easy	
Planning Time	4–6 weeks	12–14 weeks	2–3 weeks	
Organizers Needed	Low	Low	Low	
Start-up Costs	Low	Low	Low	
Potential Return	Average	High	High	
Information Value	High	Low	High	
Advantages	Fasting shows people's commitment to a cause. It's relatively easy for individuals to participate.	Can bring in a large amount of money; one or two people can write the proposal in just a few days or weeks.	Raises money quickly; lets you contact the people most likely to give; lets you explain your cause to each person you contact.	
Disadvantages	Needs lots of pubicity for proper promotion. Follow-up phone calls to people who pledged to participate may be needed.	Grant proposals require special writing skills. It's hard to find the right foundation for your grant requests.	People are frequently asked to support causes and sometimes get tired of requests. New groups are competing with established charities for money.	
Other Suggestions	Especially good for hunger- or poverty-related issues. Give participants a button or badge to wear to call attention to your cause.	Ask local peace centers or professors from a local college to help write grants. Apply to an adult organization for cooperation.	Be specific about what you need the money for. Businesses may want public acknowledgment of their contribution.	

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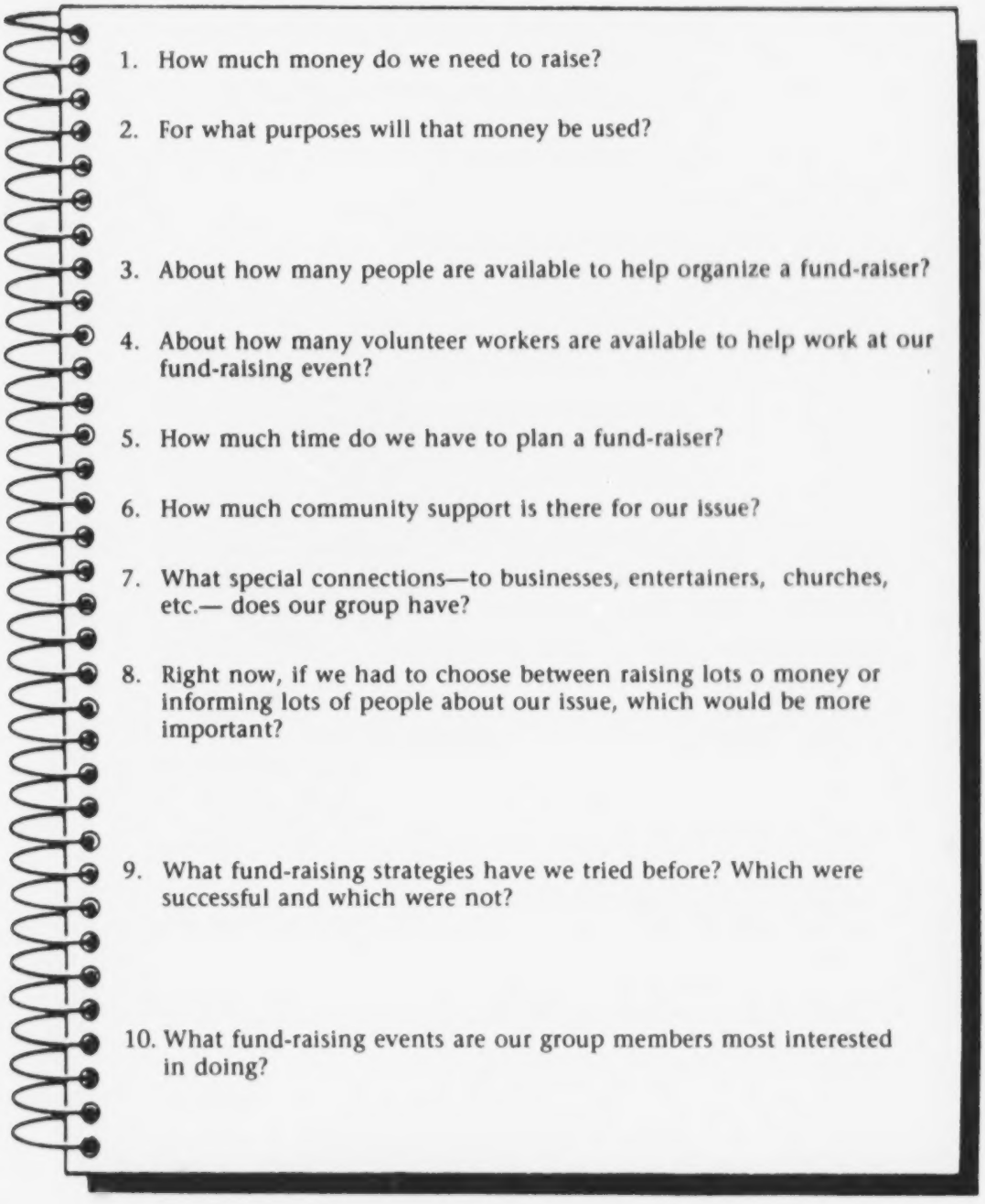
CHOOSING THE RIGHT FUND-RAISING PROJECT

To help you choose the best fund-raising projects for your group, answer each of the following questions as best you can.



1. How much money do we need to raise?

2. For what purposes will that money be used?

3. About how many people are available to help organize a fund-raiser?

4. About how many volunteer workers are available to help work at our fund-raising event?

5. How much time do we have to plan a fund-raiser?

6. How much community support is there for our issue?

7. What special connections—to businesses, entertainers, churches, etc.— does our group have?

8. Right now, if we had to choose between raising lots o money or informing lots of people about our issue, which would be more important?

9. What fund-raising strategies have we tried before? Which were successful and which were not?

10. What fund-raising events are our group members most interested in doing?

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Analysis:

Compare your ten answers with the information on the chart of fund-raising projects.

Use your answers to select several possible fund-raisers from the chart. Or compare your answers with the descriptions of those you are already considering. Your final choice should match your needs, resources, and abilities. If not, that particular project is probably not a good one to try at this time.

For example, if you are thinking about putting on a carnival, but you have only three or four workers to organize it, you should definitely think again. If you want to raise several hundred dollars, selling buttons won't bring in the kind of income you need.

After you've found several possibilities, pay close attention to the answers to question 10. Since your fund-raiser is going to take lots of work, be sure to choose a project that your members really want to do.

Sample Fund-Raising Project Time Line

Lincoln High School Ecology Club Dance

Task	Deadline	Date Completed
Get OK from club sponsor	Sept. 10	
Get OK from principal	Sept. 12	
Sign up for school gym	Sept. 12	
Make arrangements with DJ	Sept. 21	
News release to school newspaper	Sept. 21	
Print advertising posters	Sept. 28	
Put up posters around school	Oct. 1	
Make purchase list for refreshments	Oct. 1	
Make purchase list for decorations	Oct. 1	
Purchase materials for decorations	Oct. 5	
Purchase refreshments	Oct. 10	
Decorate gym	Oct. 11	
Hold dance	Oct. 12	
Clean up	Oct. 12	
Evaluation sessions	Oct. 17	

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FUND-RAISING PROJECT EVALUATION FORM

Location:

Date and time:

Amount raised:

Estimated number of work hours invested:

What were the most successful aspects of the project?

What problems did the project create?

What changes should be made if we do it again?

With those changes, is it worth doing again?

What does the experience with this fund-raiser teach us for future projects?

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DEVELOPING LEADERSHIP SKILLS

Any group of people working toward a goal needs leadership if it is to get anything accomplished. This doesn't mean that every group needs one leader. Leadership can and should be shared among group members.

Being a good leader does not necessarily mean serving as president or committee chairperson. It means taking responsibility for the success of your group. If you have a good idea, you share it with the group. When you see a job that needs doing, you make sure it gets done—or do it yourself. You invite others to join you in taking on responsibilities, rather than giving them orders. And it means that you're willing to pitch in as a worker and a follower when someone else in the group takes the lead.

Good leaders don't just spend their time preaching their beliefs. "Leaders" who tell other people to do things that they aren't willing to do themselves will never be effective. The best way to lead is to set an example for others with your actions.

There are some specific skills you can develop to help you become a better leader. This chapter offers some suggestions for developing the skills of understanding group processes, asserting yourself, planning and running meetings, and negotiating with other people.

Group Roles

When people work together in groups they play different roles. Learn to observe your group and recognize the various parts people take. This will let you analyze what's missing when the group is not working well and fill missing roles as they are needed.

Here are the basic roles that every group needs:

Facilitator: Keeps the group running smoothly and helps them stay focused on the group's tasks. Sees that everyone has a chance to contribute and that no one monopolizes the discussion. (In a meeting, this role often will be played by the chairperson, but other group members may also take much of this responsibility.)

Contributor: Gives ideas, information, or opinions to the group.

Questioner: Asks other members for information or opinions.

Disagreer: Provides a different viewpoint. Disagrees with the opinions of another group member. (Note: Unless a person is standing in the way of progress with constant disagreement, this is an important, useful contribution to a group.)

Encourager: Makes other members feel good about their contributions using words or gestures.

Recorder: Makes a written record of the group's actions and decisions.

Compromiser: Helps disagreeing members come to an agreement.

Clarifier: Summarizes the important points of a discussion. Helps explain things that others have trouble understanding.

Follower: Goes along with the decisions and actions of the group and helps carry out its tasks.

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If you notice that your group is missing one of these roles, point it out to the group, or do it yourself! Remember, you won't just choose one of these roles to play all the time. You'll play all of them at one time or another. You may be a contributor one minute, a questioner the next, and an encourager the next.

Here are a few more roles you should know about—blocking roles. Group members who play these roles sabotage the work of your organization. Learn to recognize these roles, and when someone starts playing one of them, ask that person to stop.

Blocking Roles

Competitor: Believes that he or she always has to be "right" or have the "best" idea; often puts other people down.

Monopolizer: Takes more than his or her fair share of the discussion; often listens poorly to others.

Withdrawer: Allows attention to wander; does not contribute or participate.

Clown: Uses distracting behaviors to draw attention to himself or herself and away from the group's tasks.

If the people in your group seem to have trouble working together effectively, get help from someone who has been trained in group facilitation. You *can* learn to work together more effectively. A few hours invested in group process training will save you many hours of frustration later. Most guidance counselors, social workers, psychologists, and other counseling professionals have had training in group processes. If your group needs this kind of help, it shouldn't be hard to find someone who can provide it.

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GROUP ROLES PRACTICE A

Imagine that a group is discussing plans to hold a fund-raising dinner. Write something each person might say or do as he or she plays one of the group roles.

FACILITATOR:

CONTRIBUTOR:

QUESTIONER:

DISAGREER:

ENCOURAGER:

RECORDER:

COMPROMISER:

CLARIFIER:

FOLLOWER:

COMPETITOR:

MONOPOLIZER:

WITHDRAWER:

CLOWN:

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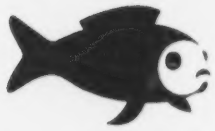

GROUP ROLES PRACTICE B:
The Fishbowl

Directions:

Divide your group in half. Seat yourselves so that one of the small groups is sitting in a circle (in the "fishbowl"). The other group sits in a larger circle surrounding the smaller circle (outside the fishbowl).

The group inside the fishbowl then conducts a discussion while the outer group observes them. During the discussion, group members pay attention to the different roles that they are playing. After 5–10 minutes, stop the discussion and share observations about which roles were used and which group members were playing them.

Then switch seating positions and repeat the exercise.

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Conducting a Meeting

If you serve as a president or chairperson of an organization, you'll have to plan and conduct meetings. If you're really good at running meetings, people probably won't even notice. You'll rarely get a compliment. But if you're not good at it, people definitely *will* notice. They'll dislike coming to meetings, and your organization will be much less effective.

Running a meeting well is a skill that can be learned. Here are some ways to make the most of your meeting time.

Plan Ahead: Make an Agenda

A successful meeting begins *before* the first group member walks into the room. Planning an agenda may be the single most important thing a chairperson must do.

An agenda lists every item of business that will be dealt with at a meeting, in order. It may also include planned time limits for each item. When every group member knows the agenda, it's much easier for the chairperson to keep them focused on task.

It's the chairperson's job to create an agenda. That doesn't mean that he or she alone decides what will be discussed. The chairperson should talk with other group members ahead of time and include their suggestions. Give people copies of the agenda as they arrive for the meeting, or post it on a blackboard or large sheet of paper where everyone can see it.

A typical agenda might include the following items:

Welcome and Introductions:: New group members should have a chance to introduce themselves, and regular members should return the favor to make newcomers feel welcome.

Agenda Approval: Although the chairperson writes the agenda, it's important to give people at the meeting the opportunity to agree to it. Members may have other important items to discuss and should have the chance to include them. Group members may also want to change the order of business or put off the discussion of some items until a later time.

Minutes: Correction and approval of the record of the previous meeting.

Announcements: Important information to be passed on to members.

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Reports: Information about finances and the progress of various projects.

Old Business: Completion or continuation of discussions carried over from previous meetings, as well as any decisions those discussions call for.

New Business: Discussion and decisions about any new questions, including new issues brought to the meeting by members.

Time, Date, and Place of Future Meetings: Making arrangements for forthcoming meetings.

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Sample Agenda

JEFFERSON HIGH SCHOOL ANIMAL RIGHTS GROUP

March 11, 1993

3:00	INTRODUCTIONS	
3:05	AGENDA APPROVAL	
3:10	MINUTES	—Sam Taylor, Secretary
3:15	ANNOUNCEMENTS	—Leslie Ward, Chair
		—Mr. Houndschell, Faculty Advisor
		—Other announcements from members
3:20	REPORTS	—Tyra Brooks, Treasurer
		—Allison Arita, Animal Shelter contact
3:30	OLD BUSINESS:	
	1. Decision on purchase of animal anatomy software as substitute for dissection	
	2. Discussion and final decision on next fund-raising event	
	3. Assign responsibilities for fund-raising event	
3:50	NEW BUSINESS:	
	1. Proposal to ask school cafeteria for vegetarian meal choice (Marcia Enriquez and Aaron Lewis)	
	2. Other business	
4:10	SET NEXT MEETING DATE	—Proposed: April 6, 1993 3:00 P.M.
4:15	ADJOURN	

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Set Time Limits, and Stick to Them

Starting and ending meetings on time is very important. If 3 o'clock meetings don't really start until 3:15, members will begin arriving later and later. It will get harder and harder to get the group's business done. If the group needs some time to socialize—and most do—schedule that time before or after the regular meeting.

Group members also need to be able to count on a reliable ending time. Otherwise people tend to trickle out one by one—a decision-making disaster. Set an ending time and stick to it, even if you must postpone some decisions until another time.

It's the chairperson's job to keep the group within its time limits. Group members should also be responsible for keeping discussions brief and to the point. A group may decide to limit the number of times each person can speak or to place a time limit on speakers. The group can always decide to extend a discussion if it appears that more time is needed.

Choose Decision-Making Methods Deliberately

Most groups automatically make decisions by majority vote. However, there are several other methods that may be more suitable in some situations. It's important to know about these other methods and to use them when they are appropriate.

When you decide matters by **DIRECT DEMOCRACY**, everyone gets an equal vote. The choice that receives a majority—more than 50 percent of the votes cast—is the group's decision.

Deciding by majority vote has advantages. First, everyone has an equal chance to participate—everyone gets a vote. Second, it is usually quick and efficient. After a discussion of the issue, everyone votes and a decision is made.

However, decision by majority vote also has disadvantages. The main one is that people who vote in the minority may be dissatisfied. The majority can also be wrong sometimes. And democratic decision-making can also be slow when a large group of people is involved.

> "Democracy is the worst form of government except all those other forms that have been tried from time to time."
>
> —*Winston Churchill*

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Here are several other decision-making methods that you may want to use at appropriate times:

Random Choice: In this method, decisions are made purely by chance. If there are no clear reasons to favor one choice over another, it may make sense to make a decision this way. This is especially true if the choice must be seen as fair by everyone. Random choice should *never* be used as a way to settle arguments or to avoid making hard decisions.

Examples: Flipping a coin to see who goes first; assigning people to discussion groups

Representative Democracy: In this method, members elect a small number of people to represent them. These elected representatives make decisions for the group. Representative democracy is useful when a group is too large to govern itself directly. Group members can vote their representatives out of office if they are displeased with decisions. However, group members do lose the chance to participate in decisions.

Examples: School student councils; boards of directors; electing local representatives to large national organizations; city councils; state legislatures; U.S. Congress

Delegation of Authority: In this case, the group members turn over some of their decision-making authority to officers—usually for a specific period of time. If a group is unhappy with the person's performance, they may decide to remove him or her from office.

The big advantage of delegating authority is that individuals can usually act more quickly and decisively than the whole group. The officers can take care of day-to-day business without bothering the rest of the group. Also, if the group chooses wisely, it will have capable people filling its leadership roles. The disadvantage is, once again, that group members lose the opportunity to make their own decisions. And there is always the possibility that officers may misuse their positions of authority.

Examples: Electing chairperson, president, treasurer, and other officers; selecting chairpeople of committees

Consensus: Consensus is coming to a decision by having everyone in the group give their consent, or agreement. Consensus requires long discussions of all sides of each question. It requires people in the majority to listen to and respect the ideas of the minority. And it requires patience, so that everyone can be heard.

The big advantage of coming to a consensus is that when a decision is made, *everyone* in the group supports it. Everyone feels satisfied and no one is left out. In addition, each problem is carefully discussed before a decision is finally made. However, consensus decision-making has a big disadvantage too. It is probably the slowest, most difficult way for a group to make choices. And the bigger the group, the harder it is.

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Nevertheless, lots of small organizations think decision by consensus is the most satisfying method—well worth the extra time it takes.

Examples: Quaker meetings; some family discussions; many feminist groups and peace groups

Make Sure All Tasks Are Assigned

When a group has decided on an activity, the very next step should be to decide what must be done to make it happen and who will do it. Take the time to list all the tasks that must be accomplished. Then find out who is willing to take each responsibility.

If group members don't volunteer to do the necessary work, they probably don't want to do the activity after all. Instead of trying to accomplish the goal without enough help, the group should reverse its decision and find another activity.

Include As Many Group Members As Possible

One of the best ways to keep members interested is to make sure they feel like an important part of the group—not just "bystanders." Otherwise, they may not feel needed, and the group's membership will slip away.

There are many ways to make everyone feel included. Here are a few:

- Assign a longtime member to take each new member under his or her wing. That way, newcomers won't feel left out or confused about what's going on.
- Make personal contact with new members outside of regular meetings, so that they feel welcome and wanted.
- Make sure that everyone's opinions are heard, including those members who are usually quiet. Take frequent "straw polls" (non-binding votes by show of hands) to see what everyone in the group is thinking about issues up for discussion. A group decision that has included everyone is a stronger decision.
- Give praise and recognition to the contributions of members. If someone did a good job on a leaflet, or put in a lot of time organizing a fund-raiser, make sure he or she gets credit and thanks for it at the next meeting.
- Make sure that leadership opportunities are available for those members who want them. Avoid elitism.

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- Be accepting and appreciative of all contributions to your group's work—even small ones. Look for ways that members can use the time they have available—in their own ways and with their own talents.
- Plan some pleasant, social time for the group. This can be something as simple as serving refreshments after a business meeting, building a ten-minute break into the agenda, or planning to meet for a picnic at a local park.

Make Evaluations a Regular Part of Your Group's Activities

As part of your meetings and activities, include a chance for members to evaluate themselves, their actions, and the results you've achieved. Make sure you ask for positive as well as negative feedback. It's just as important to know what you did well as to know what you need to do better.

There are several ways evaluations can be done. For example:

- An evaluation discussion should be on the agenda of the first meeting following each event your group sponsors. Making honest judgments about your successes and failures will help you be more successful in the future.
- Include a five-minute evaluation period in each meeting's agenda. Go around the room and ask people to comment on how the meeting went or what they think should be improved next time.
- Make up a simple written form that members fill out before they leave a meeting. The form should ask what went well at the meeting and what needs improvement.
- Once every three to six months, set aside a large portion of the meeting to evaluate your group's progress and to plan improvements.
- Assign one of your officers the task of evaluation. It will be that person's job to observe your group's processes, ask other members for their opinions about it, and then report his or her findings back to the group.

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Negotiating

Sooner or later you'll find yourself involved in a dispute or disagreement that must be settled. This can happen when members of your organization disagree about the best strategy or activity for the group to choose. It may happen when your group is seeking permission for an activity. Your group may have a dispute with a company or government agency whose policy you want to change. You can even find yourself in the middle of a disagreement when you and your friends try to decide what to do on a Friday evening.

"You cannot shake hands with a closed fist."
—Indira Gandhi

Disputes like these are usually settled through negotiation. Negotiation is the process of discussing and bargaining over a mutual problem in an attempt to find a solution. We all have to do some negotiating in our lives, even if it involves no more than personal disputes with friends and family.

Before you read about how to negotiate, think of other situations in which negotiations are needed.

- Brainstorm a list of problems—from your experiences or your imagination—that could be settled through negotiations.

Settling a dispute through negotiating can be difficult. Negotiations are not always successful. But there are certain ways of thinking and acting that can make success more likely. The art of negotiation has received careful study at Harvard Law School. From that effort has come a book called *Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher and William Ury. *Getting to Yes* is a short book that explains how to negotiate fairly and successfully. It is excellent for anyone who expects to be involved in any sort of negotiations. The following guidelines are based on the ideas in that book. The italicized statements are examples of these guidelines.

1–Think of Negotiation as a Shared Problem-Solving Effort. The person you're negotiating with isn't your "opponent," and your purpose is not to "win." Instead, picture yourselves working together to solve the problem. ATTACK THE PROBLEM, NOT THE PEOPLE. You might have very different points of view, but both of you have a strong interest in resolving your disagreement.

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Jenny: What do you want to do this evening?

Kent: How about renting a video?

Jenny: I don't know. I was thinking it would be nice to go out to dinner at that new Italian restaurant.

Kent: Hmmn, I'm not sure I want to do that.

Jenny: Uh oh.

Kent: Now what?

Jenny: *Let's try to come up with something we both want to do, okay?*

Kent: *Okay.*

[Kent and Jenny have recognized that they have a disagreement and also that they share an interest in settling it. They have agreed to negotiate.]

2–Speak for Yourself, Your Needs, and Your Wants. Be firm and direct. USE "I STATEMENTS" (or "we statements" if you represent a group) like: "I want to spend more time working on our project and less time on meetings," or "We want to start a paper recycling program at the school." Be honest about your own emotions, too. If you are angry, upset, or offended, say so. But say it with I statements. Don't blame the other party for your feelings!

Avoid speaking for other people or assuming you know what they will think or say. And AVOID BLAMING or "YOU STATEMENTS," like "You're making us spend too much time on meetings," or "You really need a paper recycling program at this school." Your statements make other people feel accused. When that happens, they automatically defend themselves and their position—and that prevents progress.

Jenny: I've spent all week cooped up in my little office looking at a typewriter. *I really would like to go out and be around some people tonight.*

Kent: I'm kind of worn out. I don't think I have the energy to get dressed up and go downtown. *I'd rather just relax around the house.*

[Both Jenny and Kent have used "I statements" to explain their positions to each other.]

3–Try to Understand the Problem from the Other Party's Point of View. Remember that you are negotiating with *people*. They have emotions, ideas, needs, and expectations, just like you do. Put yourself in their shoes. As best you can, find out what the other party's needs and feelings are. Usually you can do this simply by asking.

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Jenny: *Are you physically tired or just mentally tired?*

Kent: Mentally. I've had a long day. I don't feel like doing anything formal.

[Jenny asks, to understand better what Kent's needs are.]

4–Make Sure You're Communicating Clearly. Very often what we mean to say is very different from what the other person hears and understands. It's important to do everything you can to make sure that messages are getting through.

One way to do that is to use active listening. Restate the other person's ideas and check to see if you have them right. If you aren't sure your own ideas have been understood, ask the other person to state his or her understanding of what you've said.

Another method is to write down the points the parties agree and disagree on. As you agree on exactly what to write, you'll be clarifying everyone's ideas.

Jenny: *You just want to do something easy and relaxing, right?*

Kent: Right.

Jenny: Staying at home just isn't sociable enough for me.

Kent: *You mean you want some conversation and people around?*

Jenny: Exactly.

[Jenny and Kent both check to make sure they correctly understand what the other person is saying.]

5–Insist on Using Objective Standards in Judging Possible Solutions. Look for fair, measurable criteria (guidelines) that both parties can agree on to judge an agreement. Think of your negotiation as a search for a fair standard to judge possible solutions to your dispute.

The standard you agree upon may be cost, efficiency, time, equality, morality, or any number of other ways of judging. For example, you may decide to select a solution that has each party pay an equal amount of money, or a solution that requires the least amount of time and effort to complete, or the one that follows the rules and bylaws of your organization.

Once a standard has been accepted by both parties, negotiating the agreement itself will be much easier. When a solution is suggested, it can be examined to see if it meets the criteria that you have already agreed on. It's important to insist on setting fair standards, because that also makes it easier to resist giving in to pressure from the other negotiator.

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Kent: I tell you what. Let's try to find *something* to do *that will make us both satisfied.* Fair enough?

Jenny: *Okay.*

[Kent and Jenny agree on a standard that they can use to judge possible solutions to their dispute.]

6–Stick to Your Best Interests, But Avoid Defending a Particular Position. If both parties come to a negotiation determined to get a particular result, the problem will be very difficult to solve. Neither side will want to "back down." That leaves no room for compromise.

Instead, look to make the best deal for yourself while also satisfying the needs of the other party. At the end of a successful negotiation, both parties should believe that their *interests* have been satisfied, even if their final *positions* have changed.

Kent: *I really don't feel like going out.* [interest] But we certainly could do something other than watching a video. [position]

Jenny: *What's important to me is the socializing.* [interest] We can try that new restaurant another time. [position]

[Kent and Jenny have both identified their interests and separated them from the positions that they originally took in the disagreement.]

7–Be Creative in Coming Up with Solutions. Keep an open mind. No problem has just one answer. Work with the other party to brainstorm a list of possible solutions to your dispute.

Remember, in brainstorming it's important to defer (delay or put off) judgments. Make a long list of possibilities *first.* Then go back over the list to select the one that's best. Look for solutions that are good for both parties in the negotiation.

Kent: Well, *we could go down to the rec center after dinner and watch a ball game. Or play some table tennis. Or see that new movie at the mall.*

Jenny: *How about going over to see Susan? Or Lloyd and Tisha?*

Kent: *Maybe they want to come over here?* Hey! *We could order a couple of pizzas from that new restaurant and invite them over.*

[Jenny and Kent brainstorm several possible solutions to their problem.]

Jenny: That last one sounds good to me. That way you'll still get to relax at home, and I'll still get to socialize.

Kent: I can go for that too. It's a deal. I'll call Susan and Lloyd right now.

[Jenny and Kent settle their dispute by choosing a solution that meets the standards they've already agreed on.]

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8–Know Your BATNA. Your BATNA is your "Best Alternative To A Negotiated Agreement." What will happen if the negotiation is unsuccessful? What will you do instead?

Before you negotiate, you should know the answer to that question. List possible actions you could take if no agreement is reached. Then select the best of those choices as your BATNA. For example, what might happen if you can't negotiate the use of school facilities to hold a weekend conference? Knowing that a nearby community center is also available for $100 will help you get the best deal, whether that turns out to be the school or the community center.

Having a good BATNA can give you a stronger position in negotiations. You know that if no agreement is reached, you still have your BATNA to fall back on.

In our example, Jenny's BATNA might be to call up a couple of her friends and go out with them instead of with Kent. Kent's BATNA might be to rent a video and watch it at home by himself. If Jenny's (or Kent's) BATNA is more attractive than the best negotiated agreement the two of them can come up with, then she (or he) should choose it instead.

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NEGOTIATIONS EXERCISE A

Let's examine a situation that calls for negotiations and see how the rules you've just learned can be applied. In the following conversation, students and school administrators are negotiating about a school recycling project. First, have three people take the parts of the negotiators and read the scene aloud. Then, for each italicized portion of the discussion, identify the negotiating guidelines that are either *being followed* or *being disregarded.*

Celia Szymanski (student council president): Mrs. Grant, our advisor told us that you don't think the Ecology Club's recycling proposal is a good idea. The student council voted today to support the idea of giving it a try.

Mrs. Grant (principal): I have my doubts. But I am willing to listen to what you have to say.

Kevin Manning (ecology club chairman): Great! We throw out so much paper here at school! *You've got to let us recycle it.*

Mrs. Grant: Hold it, Kevin. I don't *have* to do anything.

Kevin: You're right, Mrs. Grant. I'm sorry. I get carried away with my enthusiasm sometimes.

Mrs. Grant: *I know you do, Kevin, believe me.*

Kevin: Okay, let me start again. *We think the paper waste here at school is a real problem, and recycling could help make a big difference.*

Mrs. Grant: I agree that we throw out an awful lot of trash every day. *I'd like to see that reduced too, but I don't think we can find a good way to do it.*

Kevin: Our club took a survey. We fill the big trash bin behind the school to overflowing three times a week. We estimate that about 30 percent of that is recyclable paper, and another 5 percent is recyclable plastic.

"The best way to destroy an enemy is to make him a friend."

—*Abraham Lincoln*

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NEGOTIATIONS EXERCISE A (continued)

Mrs. Grant: *I'm just concerned that collecting all that mess will create unsanitary conditions here.* We could end up with a worse problem—insects or even rats. *I think it's better to just throw it out rather than have that to contend with!*

Celia: *You seem to like the idea of recycling if we could do it without creating a mess. Is that right?*

Mrs. Grant: Yes, I suppose so. I just don't see how we could manage it here.

Celia: So, could we say that we all agree that we would like to recycle, if a way could be found to do it without creating a mess or sanitation problems?

Kevin: *We don't want rats and insects either! I can agree to that.*

Mrs. Grant: There's another important issue to consider. I don't want to create any extra work for the faculty or the custodial staff.

Kevin: We don't want to make any extra work for anyone either.

Mrs. Grant: Well, maybe we have at least the beginning of an agreement then. If we do any recycling, it must be clean and sanitary, and it can't make any additional work for school staff. *Can the students agree to those guidelines to decide whether or not to recycle, and if so, what methods to use?*

Celia: *It sounds fair to me.* Kevin?

Kevin: *Sure.* Now what?

Celia: Now we've got to come up with a solution to the recycling problem that will meet the standards we just agreed on.

Mrs. Grant: Right. I think the ball's in your court, Kevin. Can the Ecology Club bring us some ideas to consider for a recycling program that won't be messy or make extra work?

Kevin: Sure. I guess so.

Celia: It really is your responsibility to come up with the plans. It's your proposal, you know.

Kevin: You're right. I'll get right on it. *We'll try to come up with three or four different ideas to choose from.* Can the three of us schedule a meeting for two weeks from today? We should have our plans ready by then.

Mrs. Grant: Alright. I'll see you both then.

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NEGOTIATIONS EXERCISE B

This exercise should be done with a group of people using the "fishbowl" technique. The group sits in a circle. Four people playing the negotiators sit in the center of the fishbowl. The rest of the group sits around them and observes. Make a copy of the sets of roles that follow, and cut them apart. The four negotiators draw roles from one of the sets. Then, playing their roles, they conduct a negotiation for five minutes. One of the observers serves as timekeeper.

At the end of five minutes, the observers and participants discuss the negotiation. The discussions should focus on the process of the negotiations, *not* the content of the problem. Examine the behaviors of the negotiators.

- Which guidelines did they follow and which did they ignore?

- What steps did they take to make progress toward settling their dispute?

- What other things might they have tried to make the negotiations more successful?

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NEGOTIATIONS EXERCISE B (continued)

Negotiation 1

Role 1

Ms. Williamson, director of school food services. Has a limited budget for food and workers. Depends on a limited list of federal surplus food products for menus. Must plan meals that meet state nutrition guidelines. Menus are already planned for the year, and she doesn't want to change them.

Role 2

Mr. Burkhardt, school principal. Wants to keep students, cafeteria staff, and the central school administration happy. Brings his lunch to school because he doesn't care for the cafeteria menus. Believes good nutrition is important for a good education.

Role 3

Kenna Jones, student body president. Promised in her campaign to improve food in the school cafeteria. Has heard many student complaints that menus are boring and repetitive. Students also want more foods to choose from each day.

Role 4

Nick Parsons, chairman of Feed Me, a student group working to improve cafeteria food. Feed Me believes that current menus are not nutritious enough and should feature wider selections of fresh fruit and vegetables. Also wants students to take responsibility for planning lunch menus. Has threatened to boycott the cafeteria unless changes are made.

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NEGOTIATIONS EXERCISE B (continued)

Negotiation 2

Role 1

Ms. Halberstam, owner of Center Street Drugstore. Concerned that groups of teenagers hanging around both in her store and on the street outside her store are ruining her business. Has called the police on several occasions to complain. Sells quite a few small items, such as magazines, candy bars, drinks, etc., to the teenagers.

Role 2

Captain Rogers, police community-relations director. Wants to see the dispute between Halberstam and teenagers settled. Halberstam's calls are taking officers from more important matters. Also concerned that teenagers' rowdy behavior could become more serious. No laws have been broken yet, but Rogers is afraid that sooner or later they will be.

Role 3

Rodney Rhodes, teenager who hangs out at the drugstore. Thinks the store is most convenient place to meet friends. Believes he is free to get together with friends wherever he chooses, as long as he behaves within the law.

Role 4

Janet Kirosawa, teenager who hangs out at the drugstore. Thinks that Ms. Halberstam should welcome the teenagers' business instead of chasing them away. Doesn't think the police should interfere as long as everyone is obeying the law.

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NEGOTIATIONS EXERCISE B (continued)

Negotiation 3

Role 1

Yolanda Tabb, high-school student. Wants parents to give permission and help pay for an overnight class trip to nearby city. Trip will include visits to an art museum and a ballet performance, both of which are strong interests for Yolanda.

Role 2

Ms. Tabb, Yolanda's mother. Concerned that the expense of trip may have to come out of savings for Yolanda's college tuition. Also concerned about Yolanda's safety in the city. Wants Yolanda to have cultural experiences and to pursue her interests.

Role 3

Mr. Tabb, Yolanda's father. Very worried about Yolanda's safety during her stay in the city. Wonders whether the trip is worth the risk and the expense. Believes Yolanda's interest in art and ballet is not practical for earning a living in the future.

Role 4

Ms. Rivera, Yolanda's art teacher and trip sponsor. Believes Yolanda's talents will be stimulated by the trip and wants to convince the Tabbs to let her go. Safety of students in her group is very important to her. Believes that new experiences and even a little adventure are good for young minds.

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NEGOTIATIONS EXERCISE B (continued)

Negotiation 4

Role 1

Mr. Lockhart, owner of a weed- and trash-covered vacant lot on Pine Street. Retired. Lives across the street. The lot is an investment, but he has no plans to build on it. May be willing to let others use it, if convinced the use is safe and won't dimish the lot's value.

Role 2

Ms. Jenkins. Rents the house next to the vacant lot. Wants to clean up the neighborhood, including the lot. Doesn't want to have a lot of kids running around and making noise. Would like to see the lot become a garden spot.

Role 3

Maya Terrell, high-school student who lives on Pine Street. Wants to turn the lot into a playground for her little brother and the other neighborhood boys and girls. Already has a donation of some materials from a local hardware store.

Role 4

Charlie Hudson, a high-school student who lives on Pine Street. Would like to turn the lot into a skateboard park. Already has set up a plywood ramp at one corner of the lot that he and friends use. Would like to get rid of broken glass and other trash on lot.

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Assertiveness Skills

One of the most important things you can do to make yourself an effective advocate and leader is to develop assertiveness skills. Assertiveness is an important tool for getting things done and for getting along with other people. Assertive communication makes your ideas, needs, and interests clear to others, while respecting their ideas, needs, and interests. Assertiveness means standing up for yourself and your beliefs. It means using your personal power to make things happen. It does not mean taking unfair advantage of others or forcing your beliefs upon them.

Many psychologists distinguish between three kinds of behavior: passive, aggressive, and assertive.

Typical passive behaviors include:

- Letting things happen *to* you, rather than making things happen.
- Avoiding confrontations with others.
- Ignoring problems or pretending they're not as important as they really are.
- Procrastinating—putting off dealing with difficult problems.
- Letting others have their way, even if you know you're right.
- "Hinting" about a problem instead of expressing it directly.
- Avoiding eye contact.
- Having a negative self-image.
- Having feelings of powerlessness and inner tension.

Typical aggressive behaviors include:

- Attempting to dominate others through speech or actions.
- Providing for your needs and wants at the expense of others.
- Being overconfident.
- Being unwilling to consider criticism.
- Taking criticism as a personal attack and defending against it.
- Making rude, hostile, or hurtful statements to others.

Typical assertive behaviors include:

- Expressing feelings clearly, directly, and honestly.
- Being willing to tackle difficult problems.

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- Having self-confidence.
- Speaking up for your beliefs and your rights without violating the rights of others.
- Being willing to listen to other opinions and to change your mind if you are proven wrong.
- Feeling "in control" of your own life.

Here are some illustrations of the differences among the three kinds of behavior. For each situation, there are three examples: a passive response, an aggressive response, and an assertive response.

Situation: A salesclerk has not given you enough change from a purchase.

Passive: Um, uh, let me see. Uh, are you sure that this is right?

Aggressive: Hey, you didn't give me enough change! You owe me another quarter!

Assertive: I don't think this is right. I should have gotten $1.50 back, but I only got $1.25.

Situation: Someone sitting next to you is smoking. It bothers you.

Passive: (Hint by making little coughing and sniffling noises. Shift uncomfortably in chair. Fan the air. Get up and move when the smoker doesn't get the message.)

Aggressive: You are so inconsiderate, stinking up the whole room. Put that thing out!

Assertive: Cigarette smoke really bothers me. I'd be more comfortable if you'd put it out. Thanks.

Situation: You have a question about a test grade.

Passive: Uh, Mr. Madison. Are you sure you gave me the right grade?

Aggressive: You messed up my grade on this paper. This can't be right. See, you should have given me a 94.

Assertive: Mr. Madison, I think my score should be 94, instead of 88. Please check to see if I'm right.

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Situation: Someone in your group pushes you to be in charge of a fund-raising project. You don't want to take it on.

Passive: Oh, alright. I guess somebody has to do it. (Leave the meeting angry.)

Aggressive: Look! Don't you realize I already have enough to do? Get somebody else for a change, will you?

Assertive: I really don't want to be responsible for this project.

Situation: You're chosen to serve on a committee. You'd like to have the responsibility of being chairperson.

Passive: (Think to yourself, "Gee, I hope somebody nominates me to be chairperson.")

Aggressive: Don't pick Janet to be the chairperson. She'll be a disaster! Pick me. I'm the best.

Assertive: I'd really like to be chairperson of this committee. I think I'd do a good job.

Which sort of behavior seems most like what you usually do? Do you assert yourself? Or does your behavior lean more toward passivity or toward aggression? Are you assertive with some people but passive with others?

Assertive behavior has big advantages. It lets you be clear and direct about your own needs and beliefs, without forcing them on other people. It makes misunderstandings less likely. However, assertive behavior is not always the easiest choice. It's often easier to hide behind passivity or to lash out with aggression. Being assertive can be particularly difficult in special situations, such as

- when a young person is dealing with adults;
- when you are assertive with someone in authority; or
- when females assert themselves with males (because of our society's traditional gender roles).

Adults and authorities may interpret an assertive response as disrespect or impudence. Males may interpret assertiveness from females as aggression. There is no guarantee that your assertiveness will be warmly received by others. Nevertheless, it is important for any young advocate to learn to be assertive, rather than passive or aggressive. Here are five points to focus on:

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Speak Directly

Assertive communication is direct communication. Say what you mean, as simply and clearly as you can. This doesn't mean you can simply trample on the feelings of others. Assertive communication respects the rights of others, too. To get your message across, you must avoid irritating or angering other people with your words. In other words, be honest and direct with what you say, but be careful how you say it.

The best way to do that is to use "I statements" (or "we statements," but only if you are speaking as a representative of a group). When you communicate with I statements, you speak for yourself. You take responsibility for your own opinions and feelings. And you're careful not to place blame on another person. Blaming "you statements" almost always result in the other person defending himself or herself. It's a natural human response, but it is not helpful in resolving a problem.

A good, direct I statement should also be specific, rather than general. Deal with the particular problem of the moment. Discuss certain behaviors that can be identified and changed, rather than huge general problems. For instance, avoid accusing the other party of "always" or "never" doing something.

Here are a couple of examples:

Blaming statement: "Would you please stop blocking the aisle?"

I statement: "I'd like to take my seat, please."

Blaming statement: "You're not treating the girls at this school fairly."

I statement: "We're upset that the girls' basketball team gets only 50 percent of the money the boys' team gets."

Blaming statement: "You did a lousy job of printing these brochures."

I statement: "I'm not satisfied with the way these brochures look."

Blaming statement: "You never start our meetings on time, so we always end up running late."

I statement: "I'd really like our meetings to start on time. It's important to me that we finish by 4 o'clock."

See the difference?

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Use Active Listening

We've all had conversations in which someone got angry or confused because of misunderstanding what someone else said. Active listening is a technique that helps avoid this problem.

Active listening often helps all parties in a conversation clarify their thoughts as they speak. Here's an example of two people who are using active listening:

> **Joan:** I think we ought to talk to the mayor about the bus situation!
>
> **Maria:** You want to complain to the mayor because bus service is so bad in our neighborhood?
>
> **Joan:** You better believe it. One bus an hour just isn't enough.
>
> **Maria:** I agree. And they stop running at 7 P.M., too. But I don't think complaining is enough. We should have a plan to propose.
>
> **Joan:** You want to take suggestions for making the buses better when we go to see him, right?
>
> **Maria:** Not just suggestions. A complete plan.
>
> **Joan:** I don't know about that. I think it's the city's job to come up with a plan.
>
> **Maria:** You think we should let the Department of Transit come up with a plan?
>
> **Joan:** Well, either them or someone else from the city government.
>
> **Maria:** Yes, but the trouble with that is that we know our own neighborhood best. We shouldn't let the city decide what's best for us.
>
> **Joan:** I see your point. You think we should have a say in how the bus routes are improved.
>
> **Maria:** At the least.
>
> **Joan:** Maybe we should insist that the mayor appoint a neighborhood advisory council. How about that?

Notice how both Joan and Maria check out their understandings of each other's statements before they add something new to the discussion. Each restates the other's viewpoint. Joan and Maria have a minor disagreement, but because they're using active listening, their disagreement doesn't get complicated with misunderstandings.

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When you use active listening, you first must pay close attention to what other people are saying. Then you carefully summarize and restate the point of the person you're speaking with before you respond. This clarifies the communication and keeps you from making wrong assumptions about what the speaker meant. It ensures that you respond to the speaker's actual meaning, instead of something you mistakenly thought he or she meant.

When you are speaking, ask your listener to join you in this process. Ask for feedback on what you have said, to make sure you have been heard and understood correctly.

Make Sure Your Nonverbal Messages Match Your Words

Look at this simple sentence:

"I've never seen that before."

How many different ways can you think of to say that sentence? Try it before you read on.

You could put the accent on any one of the five words and give the sentence a different meaning each time. You could say it loudly or softly, fast or slowly. You could say it with slumping shoulders and downcast eyes or with wide eyes and excited hand gestures. You could say it with a friendly hand on the shoulder or standing over someone with your hands folded across your chest. The possibilities are almost endless! And each change in the nonverbal message creates a huge change in meaning.

How do you send nonverbal messages? With

- Gestures
- Posture and positioning of the body
- Facial expressions
- Eye contact, or lack of it
- Tone of voice

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Human beings communicate more information with nonverbal messages than with the words they say!

The wrong nonverbal message sabotages a verbal message. Imagine saying "I'm very angry" while sitting back with your feet propped up and a smile on your face. Or imagine saying "I love you" while you stand across the room from someone with a frown on your face and hands on your hips. In both cases, your listener would have trouble believing you. The nonverbal communication cancels out the words. Communications like these are called "mixed messages." You've probably received many of them yourself. To communicate clearly and assertively, avoid sending mixed messages. Your verbal and nonverbal messages must reinforce each other, instead of contradicting each other.

Learn to Set Limits

An important part of assertiveness is learning to say no. We all experience times when others make unwanted demands on us. We're asked to take on responsibilities we don't want. We're asked to spend time that we can't afford to spend. We're asked to do things we don't want to do.

Learning to resist the social pressure to go along in those situations is very important. It is possible to say no without putting people down or losing their respect or friendship. To be able to say no when that answer is appropriate requires:

- that you know your own feelings and beliefs about whatever you're being asked about. You can't stand firm for your own ideas if you're not sure what those ideas are.
- that you know your own limits—what you are and are not willing to do.
- that you are willing to be honest and direct in expressing your decision.

If you must say no, be firm but gentle, at least at first. Accept the responsibility for your answer by using I statements. If the person you are speaking to still won't take no for an answer, you may have to repeat yourself several times or even increase the forcefulness of your response until the message gets through.

Here are a few examples of how to say no.

"No, that's something I don't feel comfortable doing."

"I just don't have the time to take on that responsibility."

"No, that's not something I'd be willing to do."

"No, I wouldn't feel good about myself if I did that."

Watch out for things you think you should do. "Shoulds" often come from outside yourself—from the expectations of parents, friends, family members, teachers, or society. If you plan to do something because you think you should, ask yourself, "Is this something *I* really want to do, or is it something that others expect of me?"

Plan Ahead

When you expect to face a challenging situation that calls for assertiveness, prepare yourself in advance. Rehearse what you will say.

Everyone mentally rehearses what they imagine will happen when they are approaching a difficult situation. We invent scenes and dialogue as we think about what might happen. Sometimes we do it over and over again. You can use this rehearsal to your advantage. It's a good way to strengthen your own ideas, go over the things you want to say and try out different ways of saying them.

To make your rehearsal more dramatic and effective, sit across from an empty chair. Imagine that the person you will be facing is in that chair. Speak to him or her aloud. It's often useful to switch back and forth between chairs, taking both points of view. This exercise can be done alone, but it is even more effective if someone else watches and makes suggestions.

You can even practice with a friend. Have that person play the role of the person you will be speaking with. Have your discussion, then stop and analyze how well you did. Try going through the discussion several times if necessary.

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JOBY SHIMOMURA

With persistence, creativity, and a strong sense of political realism, Joby Shimomura has triumphed over the problem of limited political power. At age eighteen, she is a political veteran. Thanks to the efforts of Joby and her fellow advocates, the young people of Seattle, Washington, have more recreational opportunities and a greater say in what happens in their city.

Joby Shimomura has spent all her teenage years as an advocate for the rights of young people. At age fourteen, she was a member of the Seattle Kids Board, a youth leadership organization. She began a fight to lower kids' bus fares from 55 cents to 20 cents, the same rate that senior citizens pay. Joby and other young people campaigned for the changes with news conferences, testimony at public hearings, and by lobbying city officials. Unfortunately, they couldn't vote. The proposed change was voted down.

Nevertheless, Joby was already hooked on the excitement of the political process. Even though she had lost the bus fare battle, she had learned a great deal about how to make her point with politicians and with the public. And she'd learned that politics is fun, too. "I love it!" she says. "I like the strategy of it, figuring out who the players are, and working with them."

Meanwhile, the young people of Seattle faced another problem. Because of complaints about violence and substance abuse at teen clubs, the Seattle city council passed a law requiring "dance halls" for young people to carry at least a million dollars of insurance. This was too expensive for club owners, who were forced out of business. For two years there were no teen clubs in the city and, according to Joby, very few other recreational opportunities for Seattle's teens.

Joby led the fight to ease Seattle's restrictions on youth dances. She spoke at public hearings and lobbied hard with city politicians. This time the city council passed a Teen Dance Hall Ordinance that made it possible for dances to be reinstituted. Later, when some politicians called for a curfew on teenagers in the city, Joby and her fellow advocates lobbied against it. As a result, there is no such curfew.

Joby also helped organize Seattle's second annual Youth Convention to help her city solve the problem of youth violence. Several proposals to improve teen–police relations resulted from discussions at that conference. As the only youth member of the Summit Agenda Planning Committee, Joby also helped plan Seattle's first Education Summit. On top of that, Joby worked as a volunteer for Seattle's Teen Hot Line. After sixty hours of training, she helped answer telephone calls from young people in crisis situations. Later, Joby trained others to answer calls and served as a spokesperson for the service.

As a result of her volunteer efforts, Joby became known and respected by local politicians. Mayor Charles Royer appointed her to the Seattle Commission on Children and Youth. In 1988 she became a paid staff member for city council member Norman Rice. Joby served as an organizer in Rice's campaign for mayor two years later, at age seventeen.

When he won the election, Rice hired Joby as a part-time staff member. Rice also appointed Joby to the Seattle Center Advisory Commission—a group that will suggest ways to revitalize the downtown Seattle recreation center. The mayor has also committed himself to reserving two seats for young people on *every* city board and commission!

Joby has also testified before both the Washington state legislature and the U.S. Congress on youth concerns. Following her congressional testimony, she appeared on "The Today Show" with Congressman Joseph Kennedy. Joby also served as a youth consultant to several corporations, including Apple Computer and the Disney Corporation.

According to Donna James of the Seattle mayor's office, Joby's impact on the Seattle community will last for years to come. "She has changed attitudes in the way people value the thoughts, opinions, and concerns of our children."

What has all this advocacy taught her? Joby has learned how political power works and how to create changes in her community. She's learned to approach political problems practically and realistically. And she knows that her actions have made a real difference. "I think that's why I've been so addicted to the political process," Joby says. "It's beautiful to see something succeed that I've worked hard on and be able to say, 'Yeah, I had a part in that.'"

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ASSERTIVENESS EXERCISE A

Being assertive isn't easy. All of us have found ourselves in situations where we feel intimidated, afraid to speak up, or lacking in confidence. We might wish that whatever problem we are facing would just go away.

The situations that create these feelings are different for different people. For example, it might be hard for you to be assertive when you have to ask your parents for permission to do something or when you are meeting someone new. Maybe you have trouble being assertive when you don't understand something in class or when a store employee ignores you or treats you rudely.

- Now that you have a few examples, brainstorm a list of other situations that call for assertive behavior.

After you finish brainstorming, go back and check off the situations that you would find the most difficult to be assertive in.

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ASSERTIVENESS EXERCISE B

Change each of the aggressive blaming statements that follow into more effective I statements.

1. Would you please leave me alone!

2. You've got to be kidding! That's a ridiculous idea.

3. You can't expect me to get that finished before Monday!

4. Don't you know that could cause an accident?

5. You never let me go first!

6. You made a mistake.

7. You're late, as usual.

8. You'll never get Mr. Jordan to agree to that!

9. You got to be our group leader last time!

10. The things you said were very rude.

Sample answers:

1. I'd like some peace and quiet, please.
2. I'm not sure that idea is a good one.
3. I'm too busy to finish that before next Monday.
4. That makes me nervous. I'm afraid it could cause an accident.
5. I want to go first this time.
6. I think that's wrong.
7. I've been waiting here for you for fifteen minutes.
8. I don't think Mr. Jordan will agree to that.
9. I'd like to be group leader this time.
10. I was offended by what you said.

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ASSERTIVENESS ACTIVITY C

For each situation described below, think of three possible responses: a passive response, an aggressive response, and an assertive response.

1. SITUATION: When the food you ordered at a restaurant arrives, it is unsatisfactory.

   Passive response:

   Aggressive response:

   Assertive response:

2. SITUATION: You're asking a parent for permission to do something you've never done before.

   Passive response:

   Aggressive response:

   Assertive response:

3. SITUATION: There's an interesting new student in your class.

   Passive response:

   Aggressive response:

   Assertive response:

4. SITUATION: Your neighbor is changing the oil in his car and just letting the waste oil spill into the gutter.

   Passive response:

   Aggressive response:

   Assertive response:

5. SITUATION: An acquaintance tells an ethnic joke that offends you.

   Passive response:

   Aggressive response:

   Assertive response:

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HANDLING PROBLEMS

Being an advocate for your chosen issue will not always be easy. You will probably run into a variety of roadblocks along the way. How you handle these problems will help determine the success of your efforts.

This handbook can't give you surefire solutions to every problem you will meet. It's impossible to predict every problem in advance, and every problem has its own special circumstances—specific details that call for specific responses. You'll have to use plenty of your own creativity when you face them.

However, we can predict some common problems you may encounter as an advocate and make a few suggestions about how to handle them. This chapter will help you think ahead and prepare for:

- Stress
- Facing hecklers and their anger
- Facing questions about authority and youth
- Obtaining permits
- Protecting your rights
- Getting legal help
- Personal conflicts among advocates

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Stress

Nicole's Story

Nicole pushed the kitchen door closed and threw her books down on the table. "Ugh," she groaned. "What a day!" She pulled out a chair and sat down at the kitchen table.

"Well," her mother said. "Tell me about it."

Nicole rested her chin on her hands. "I don't know. It was just exhausting. We had a student government meeting at school, and everybody was angry because our plans for the community cleanup aren't going very well. Right after that I had a chemistry test. Then after school I had to go tutor my kids at the elementary school. And tonight there's another meeting of the Students' Rights Organization. And I have a terrible headache already."

"Why don't you just skip this meeting?" her mother asked.

"I can't. I'm chair of the research committee."

The telephone rang. Nicole's mother answered. "It's for you, dear."

"Hey, Nikki, how ya' doin'?" Tommy Walker asked.

"I'm pretty beat," she answered. "It's been a rough day."

"Well, listen," Tommy said. "The church youth group is having a fund-raising auction next month, and we decided you'd be a perfect person to go out and hustle up some donations from the businesses downtown. Okay?"

Nicole exploded. "No, it's not okay! I just told you I was worn out, and now you want me to do something else!"

"Easy, Nicole. Relax. You don't have to do it if you don't want to."

Nicole was surprised by her own angry response. "I'm sorry, Tommy. I didn't mean to yell at you," she said. "I guess I'm a little overworked. Maybe I just need to stop trying to do everything."

Nicole is suffering from too much stress. Stress is the normal human response to dangerous or challenging situations. It is both a physical and a mental reaction. In a stressful situation, your muscles tense. Your heart and breathing rates increase. You perspire, your digestive processes slow down, and your glands produce hormones that prepare your body for action. Stress isn't necessarily a bad thing. If you are facing a threatening situation, these bodily changes are very helpful.

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But many times, we place ourselves under stress unnecessarily. We may rehearse problems that we imagine we will have to face in the future—and stress ourselves as we do. We may take on more responsibilities than we can handle. We may hold in our emotional reactions to the way others treat us. We may place overly high expectations on ourselves. All these things cause stress. And too much stress has bad effects.

Too much stress can cause you to become irritable and impatient. It can cause depression or anxiety (worry). Stress can tire you out. It can even make you more likely to get sick. Advocates who don't handle the stress of their work lose their effectiveness, or "burn out"—and that doesn't help make the world any better. So it's important for each of us to learn how to handle stress.

The first step is to identify the things that cause you stress.

- Make a list of the kinds of events in your life that increase your stress level.

After your list is completed, go back and mark each item with a 1 if it's a major source of stress, a 2 if it's a moderate cause of stress, or a 3 if it's a minor cause of stress.

Now, how do you deal with stress?

- List the different strategies you would use when faced with the stressful situations you listed:

Of the techniques you've listed, which are effective, and which don't really help? Do any just make the situation worse? Are you satisfied with the way you handle stress, or do you think you need to make some changes?

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Hints for Handling Stress

We all can learn to cope more effectively with stress. You may find some or all of the following suggestions helpful.

Time Management

Organizing and using your time wisely can be a great stress-reducer. It can reduce worries about upcoming deadlines and responsibilities. Here are 7 tips for managing your time more effectively:

1. Keep a daybook—a calendar of coming events. Establish the habit of checking it regularly each day. Write all new tasks in it as they arise. Check your daybook for conflicts before you agree to do anything new.
2. Each day or each week, set priorities for the things you must do. Decide which tasks are most important. Divide your responsibilities into Priority 1, 2, and 3. Finish all Priority 1 items before you start on Priority 2. Leave Priority 3 items for last.
3. Set realistic deadlines for yourself, and stick to them. Putting jobs off and then trying to get them finished at the last minute creates a lot of stress. Such situations are usually avoidable. Knowing when a task must be finished lets you plan ahead, so you won't get caught in a last-minute rush.
4. Eliminate or reduce time-wasters. We all have our own special time-wasting behaviors—things like watching dumb TV shows, gossiping on the telephone, or playing endless video games. Cutting down on the time we spend on unproductive activities will allow more time to accomplish the things we really want to get done.
5. Allow for breaks, free time, and recreation in your schedule. We can't work all the time without wearing out. Recreation is important for avoiding stress. Make sure you get enough of it.
6. Delegate responsibilities. Don't try to do everything by yourself. Use your time effectively by sharing responsibilities with others.
7. Limit the number of tasks you take on at any one time. Don't try to do too many different projects. Finish one task before you take on a new one.

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Assertiveness

Assertive behavior relieves stress. When you act assertively, you face problems that are bothering you directly, without stepping on other people's toes. And assertive behavior uses clear communication. That means fewer misunderstandings, another stress-reducer.

Passive and aggressive behavior can both generate stress. Passive behavior means avoiding the problems that you face. And when you do that, tensions build up inside you. Aggressive behavior can create anger and antagonism from other people—and that causes tension too.

Chapter 7 includes a detailed section on assertiveness. Use it to lower your stress as well as for good communication.

Physical Exercise

Exercise is a great stress-reducer. It allows you to "let off steam" in a way that doesn't harm anyone. It's hard to stay angry or anxious while you're running or swimming. When you exercise for fifteen to twenty minutes or more, your body also produces chemicals called endorphins that act as natural painkillers and tranquilizers. These give you a sense of relaxation and well-being.

Keeping physically fit with regular exercise helps fight stress in another way. If you're strong and healthy, you'll be better able to withstand heavy demands.

Progressive Relaxation

Progressive relaxation is a technique for releasing the muscle tension that builds up during stressful situations. Here's how to do it:

Find a quiet place. Sit or lie in a comfortable position. Then mentally progress through your body, starting at your feet. Slowly and patiently pay full attention to one part of your body after another. Tense the muscles of one foot, and then gently release them. Then progress to your calf. Tense your calf muscles, and then relax. Do the same with your thigh muscles. Then tense and release each part of your other leg. Progress through the rest of your body, first tensing and then relaxing each group of muscles. Finish by tensing and relaxing the muscles in your head and face.

Take your time with progressive relaxation. Pay close attention to the sensations in each muscle group as it tenses and relaxes. The entire procedure will probably take ten to twenty minutes and will leave you feeling relaxed and refreshed.

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Imagery Relaxation

Another way to overcome stress is to use your imagination. Find a quiet, comfortable place to sit for a few minutes. Close your eyes. Breathe deeply. In your mind, picture a soothing, calming place you'd like to be—either real or imaginary. Perhaps you might choose a pine forest or a mountain-top, a tropical island or a coral reef. Pick a location that's ideal for you.

With your eyes closed, explore your special place. Look around you and see all the details you can. Use all your senses. Smell the scents in the air. Listen to the sounds of your special place. Feel the textures of the things around you.

Spend ten to fifteen minutes getting to know your special place in as much detail as you can. Once you've learned to "visit" this way, you can return anytime you like. For example, you might want to make a brief visit as you wait for a meeting that you expect to be difficult. Or take a five-minute "vacation" when the pressure of deadlines starts to feel too intense.

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Breathing Exercises

Breathing exercises have been used for centuries as an effective way to reach a state of inner calm. Here is one of the simplest and most effective:

Find a quiet place with a comfortable chair. Sit upright, with both feet on the floor. Close your eyes, and fold your hands together in your lap. Then begin breathing deeply.

Fill your lungs by breathing with your diaphragm, rather than just your upper chest. Your breathing will become slow, gentle, and regular. Focus your attention on each breath you take—inward and outward. If thoughts intrude, don't try to fight them off. Just let them pass, and return your attention to your breathing. Continue for fifteen to twenty minutes.

A variation of this exercise is to silently repeat a *mantra* over and over again with each breath. The mantra "Aum" is the one most used by people who practice yoga. Simply repeating the word "one" also can be effective.

Other Stress-Reducing Ideas

There are many other things you can do to learn to handle the stress in your life. Here are just a few:

- There have been numerous books written on stress and stress reduction. These are full of excellent suggestions. Look for them in your local library or bookstore.
- The practices of yoga and meditation can be a great help in stress reduction. Yoga and meditation classes are taught in many towns and cities.
- The oriental martial arts, such as tai chi or karate, build self-confidence and self-control as well as physical strength. Learning and practicing one of these disciplines can help keep stress in check.
- Listening to relaxation tapes is another way to find release from stress. These tapes are recordings of the sounds of the ocean surf or a babbling brook or a rainstorm, for example. Listen to them as you sit or lie comfortably and breathe in and out deeply.

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Facing Hecklers and Their Anger

"Hatred is never ended by hatred, but by love."
—*Buddha*

Gerri's Story

Gerri and two of her friends were passing out leaflets about the death penalty on a downtown street corner. One man glanced at his flier and then crumpled it up and threw it down in the street.

"This is trash!" he shouted. "We ought to fry them all." He walked back to the leafletters. "Anyone who kills another human being deserves to die!" he growled. "What if some mugger killed your mother or father? You wouldn't want *him* set free, would you?"

Gerri looked at her friends for help. What should she say? What should she do?

For the most part, Americans respect each other's right to express their opinions. In fact, you may be surprised at how polite and reasonable most people are when you pass out leaflets or participate in a demonstration.

However, you may meet someone who is not tolerant of your viewpoint, someone who reacts angrily to you and your message. How do you handle such a situation?

Most important, plan your activities to reduce the danger of such heckling. Hold your activities in a busy public place. Large numbers of busy passers-by make it unlikely that someone will stop and cause trouble. And if a heckler does become threatening in such a location, you'll have lots of other people to turn to for support and places to go to if you need a safe haven.

Second, think about how you will handle it before it happens. That way, you won't be taken by surprise, and your responses will be more confident and assertive. And in case a heckler becomes threatening, you'll be prepared to handle that, too.

One way of handling a heckler is to try communicating peacefully. Introduce yourself and shake hands. Avoid getting angry and shouting. Set an example with your own behavior and your willingness to listen. Recognize the other person's right to hold a different opinion. Listen to what that person has to say, and try to understand the strong feelings he or she has. Lower the tension by using active listening, so the other person knows that his or her point of view has been heard and understood.

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If you can turn an angry argument into a real discussion, you've won a great victory. You will have gotten a strong opponent to listen to your viewpoint and established real communication and understanding. A discussion like this also can be an opportunity to clarify your own views and to improve your ability to communicate them.

A second choice for dealing with a heckler is to simply and politely excuse yourself and turn your attention elsewhere. An argument requires two sides. If you choose not to argue with a heckler, the argument evaporates. The heckler may go away frustrated, but you will have avoided an angry scene.

Finally, consider this: Suppose a group you disagree with strongly is planning an action in your community. Should you hold a "counter demonstration" at the same time and place?

This is a risky strategy for two reasons:

First, it increases the possibility of an angry or even violent clash with the other group.

Second, a counter demonstration will probably help the other group by calling attention to their activity.

In most cases, it's probably wiser to ignore events planned by groups with opposing positions and to schedule your own group's activities at other times.

Here are two exercises that will help you prepare to meet with hecklers and antagonists:

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The Hassle Line

The purpose of a hassle line is to prepare group members to tolerate the angry comments of others without losing their tempers.

Line up group members in two rows, facing one another. Then, one by one, have group members walk slowly between the rows. As members walk through the line, the people on each side shout comments and insults at them. People walking through the hassle line practicing remaining calm, controlled, and dignified while they are being heckled.

Another way to do this exercise is to have two lines of people facing each other in partners. The people in one line hassle their partners while their partners try to respond calmly. After a couple of minutes, the two lines should switch sides.

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Role-Playing an Argument

Team up with another group member. Have your partner play the part of someone who strongly disagrees with your viewpoint. He or she should attempt to argue with you angrily and aggressively.

"If we are to reach real peace in this world . . . we shall have to begin with the children."
—*Mohandas Gandhi*

Your task is to respond peacefully and assertively. Try to involve the other person in a reasonable discussion of the issue, in which both sides are expressed and heard. Don't allow yourself to get into a shouting match. Insist that any discussion be kept calm, sensible, and fair. Use your negotiating and assertiveness skills to establish communication with your partner.

After five minutes, stop and analyze with your partner what you did well and what you could have done better. Then switch roles and try the exercise again.

Facing Questions about Authority and Youth

"What do you know about that? You're just a kid."

"You'll have plenty of time to worry about things like that when you get older."

"You're too young to be doing that sort of thing."

"Maybe you'll see things differently when you get to be my age."

"Oh, I guess this is your latest 'big problem.' In a week you'll be fretting about something new."

"Just do what I've told you. Remember, I've got a lot more experience than you have."

Do any of these adult responses sound familiar to you? Having your concerns taken seriously by the adult world can be a real problem. Most adults are concerned with the welfare and safety of children. They don't want young people worrying unnecessarily or doing things that may cause them harm. Adults may also believe that age and experience give them a better understanding of the world—and that belief is often right! Adults may want to protect you from your own mistakes or the harsh realities of the world. Or they may simply believe that children should do as they are told and let adults make the important decisions.

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Nevertheless, your beliefs and feelings are important. You want them to be heard and respected. What can you do to convince adults to take you seriously?

Unfortunately, there are no foolproof answers. This problem has probably been around for as long as there have been parents and children. But here are a few suggestions that may help:

Be Assertive

Assertive communication states your needs and beliefs clearly and directly, while respecting the needs and rights of others. Assertive communications can get respect—including the respect of adults—in ways that passive or aggressive communication can't.

Whining, pleading, and trying to get your way by being cute and cunning or by getting angry and throwing a tantrum are all nonassertive communication techniques. Young people often use them. Sometimes they even work. But they are more likely to turn adults off. And they won't convince an adult that you are serious.

Mature, reasonable, assertive communication may be harder to use with adults. But in the long run it will get better results, because it puts you on a more even level with the adults you are trying to influence.

For more information on assertive communications, see chapter 7.

Have a Plan Prepared Ahead of Time

Suppose you have to approach an adult—a parent or teacher—in order to get approval for an activity. Instead of just jumping in, prepare yourself first. Plan ahead. Know what you want to ask for, and be prepared to explain why you are asking.

One way to prepare is to write out your ideas and the reasons for your request ahead of time. Another is to use role-playing. Get a friend to play the part of the adult you must talk to. Try out what you want to say in several different ways, and get your friend to help you decide what works best.

Pick the right time to ask, too. Try to choose a time when the adult you must speak with will be most receptive. Your teacher may not want to hear about your latest plans as she rushes between first- and second-period classes. Make an appointment at a time that's convenient to both of you, so you won't feel rushed.

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Get Support

The old saying that there's strength in numbers is probably true. The adult world is more likely to listen to a group of young people than it is to listen to one individual. The larger and better organized the group, the more respect you are likely to get.

Where can you get the support you need? First of all, from other young people you know—friends, classmates, members from your religious organization, and so on. From among them you may be able to form a small group of people who care about your issue.

Second, you may be able to get support from existing organizations. Try to find groups that already care about your concerns, or related issues, and join them.

Third, you can probably get support from understanding adults. There are surely adults who care about your concerns. Find them and join them, or ask for their support in the projects that you are working on.

Explain How the Issue Affects Your Life

Sometimes adults may dismiss your ideas or your plans because they think it's a passing fancy. They might not take your ideas seriously. The answer to this problem may be to prove that you *have* thought seriously about your issue.

Explain your concerns in detail. Use facts, not just opinions. Tell the people you are talking to just how the issue affects your life—and theirs, too.

Another good way to convince adults that you are serious about an issue is to let them see that you are investing large amounts of time in it. Do research: read books about the topic, watch TV shows about it, go to meetings, and talk to people about it. That kind of time and effort will probably convince adults that you take the issue seriously.

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Use Comparisons with What Other People Your Age Are Doing or Have Done

This book contains a number of real-life examples of young people who have made a difference. You undoubtedly know of others from your own community. These examples might serve you well in convincing reluctant adults about your plans and ideas.

People like Bridget Sullivan-Stevens, Jason Gaes, and Jennifer Kurkoski have done some terrific things. But they are not superheroes. They are real human beings who were concerned enough to use their human skills to accomplish a task. Their examples can inspire you. But they can also serve to show adults what young people can accomplish when they set their sights on a goal.

Obtaining Permits and Permission

Juan's Story

> Juan's church study group had spent the past two months talking about racism. They decided to do something to bring the African-American, white, Asian, and Latino people in their community together. They invited members from several other churches—representing the various cultural groups—to help plan an intercultural festival at a local park.
>
> At the first planning meeting, someone asked about getting permission to hold the festival at the park. They couldn't just show up. Did the group need to make a reservation or pay a fee? Could they use the park's electric outlets for the microphones and amplifiers needed for the festival's music? Did they have to have a special permit to serve food?
>
> No one knew the answers to these questions. Juan agreed to try to find out in time for the next meeting. That gave him two weeks. It seemed like a big job, and Juan wasn't even sure where to start.

Some of the activities you plan may require official permits. For example, if you want to put up a display in a school lobby, hold a rally at a local park, march down Main Street, or sell items at a local festival, you'll need to get official permission before you do. If you're not sure whether or not the activity you're planning requires a permit, find out early in the planning process.

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Ordinarily, getting a permit for a legal event is a simple matter of making a timely written request to the proper authority. Start by finding out who the proper authority is for the event you're planning. A couple of phone calls to the police department, mayor's office, school board, or parks department should put you in touch with the right person. Ask that person to tell you exactly what you need to do, to whom your request must be sent, and what your deadlines are.

HAJIME ARITA

In 1988, fourth-grader Hajime Arita noticed something strange in the shops around Osaka, Japan. There were many items for sale that showed very negative or distorted images of black people. Black dolls and mannequins had huge, distorted lips and mouths and big, round eyes. Hajime and his parents thought these images were unfair.

Although Hajime and his family had just become aware of the problem, it was not a new one. Even though most Japanese rarely see black people or other foreigners, distorted images of blacks have been used by many Japanese businesses for years. Hajime and his parents began collecting as many examples of these stereotypes as they could. Their collection eventually included hundreds of items: piggy banks, key holders, pillows, and dolls. There were statues of naked African men carrying spears and axes. Almost all the items had grossly distorted facial features. The Arita family was so concerned that they ended up spending a large portion of their yearly income completing the collection.

The Arita family were very disturbed by what they had found. These images of black people were unfair and insulting. "I think this must be stopped," Hajime told his mother, "because I don't like foreigners to believe that we are still wearing samurai swords and topknots." The Aritas sent their collection to the *Washington Post* newspaper so that Americans, particularly African-Americans, could see the evidence of racism in Japan. Hajime also wrote a letter to the Congressional Black Caucus of the U.S. Congress to apologize for the behavior of the people in his country.

To help people in his country develop a more realistic and human attitude toward blacks, the Aritas decided to organize the Association to Combat Racism Against Blacks in their community. The group now has about fifty members. They wrote letters of protest to companies that used stereotyped black characters as trademarks. The Japanese news media have covered Hajime's activities with interest.

As a result of the protests, several Japanese companies have changed their offensive trademarks, and a comic strip that depicted blacks as savage cannibals is no longer published. The Japanese government has supported the Aritas' efforts, but not everyone else has. The family has gotten angry letters and even death threats!

In the summer of 1989, the Black Business Council decided to reward Hajime and his family for their efforts. The Aritas were invited to visit the United States and to meet with black Americans. Hajime and his parents visited Washington, D.C., New York, Los Angeles, and several other cities. They also got to travel to Disney World and the Grand Canyon. At each stop, the Aritas met people and spoke about their fight against racism in Japan. The Aritas' visit got a great deal of news coverage, both in the U.S. and Japan.

Hajime and his family are pleased that their crusade has had such widespread effects. "The things [Hajime] has noticed led us to act in a way that is creating wider ripples in society," Mr. Arita said. "It has given us great joy to discover how much effect we can have just as one small family."

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Make sure you keep copies of the requests you make. And do everything well in advance. You don't want any last-minute snags to spoil your plans.

Some officials may be unwilling to grant permits to groups of young people. If you encounter this problem, here are two possible remedies:

- Get "sponsorship" from an adult organization that will get the permit on your behalf.
- Confront the problem head-on, and try to establish your right to the permit you're requesting. This may require help from a lawyer or a sympathetic local politician.

It's important to remember that most of the activities you'll plan as an advocate won't require permits. Demonstrations on public property—as long as they are peaceful and don't obstruct traffic—are protected by the First Amendment to the U.S. Constitution. They do not require special permission. The same is true of activities like handing out information, lobbying, or speaking with passers-by in public places.

Protecting Your Rights

Katrina's Story

Katrina and some of her friends had been dissatisfied with their school newspapers. They didn't seem to cover any of the important issues that students wanted to know about—issues like teen pregnancy, alcohol abuse, and employment problems for young people.

So Katrina and her friends started *The City Express* on their own. After a month and a half of writing stories, getting donations, selling ads, and laying out the paper, the first issue was finally ready for distribution.

The *Express*'s staff decided that the first issue should be handed out free at their schools. That way, people would become familiar with the paper, and no one would get into trouble for selling things on school grounds without permission.

Katrina brought 300 copies of the *Express* with her to school. At noon, she stood outside the cafeteria doors and handed them out as the students came to lunch. After she had handed out about 50 papers, the assistant principal came by. "What are you doing, Kat?" she asked.

Katrina handed her a copy of the *Express*. "Hot off the presses, Mrs. Spanos," she said.

Mrs. Spanos looked at the paper for a moment. "Katrina, I'm afraid I can't let you distribute this at school," she said.

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MARY BETH TINKER

Do students have the right to express their ideas and opinions freely in school? Do they have the same First Amendment protections as older American citizens? In 1969, the Supreme Court of the United States answered that question when it ruled on the case of a young Iowa student. Their answer, which still applies to every student in the United States, was yes.

Mary Beth Tinker was 13 years old in 1965, when she decided to protest against U.S. involvement in the war in Vietnam. Mary Beth, her fifteen-year-old brother, John, and Christopher Eckhardt decided to speak out against the war silently, by wearing black arm bands to school.

The school administration heard about their protest ahead of time and announced that anyone wearing an arm band would be told to take it off. If they refused, they would be suspended. On the day of the protest, that is exactly what happened. Mary Beth and the others wore their arm bands, were told to remove them, refused, and were sent home.

The school administrators claimed that they had the right to prevent the wearing of arm bands and other actions that might disrupt school discipline. But the three students believed that they had the right to express their opinions in school. With the support of their parents, they sued the Des Moines School System.

At their first trial, the judge agreed with the Des Moines School District. The students appealed. The appeals court upheld the school administration. The students had one appeal left—to the U.S. Supreme Court. The Supreme Court heard the case and decided in the students' favor by a vote of 7 to 2.

The opinion of the court was written by Justice Abe Fortas. In it he said, "Students in school as well as out of school are 'persons' under our Constitution." Students are therefore guaranteed the same constitutional rights as everyone else. "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate," the decision stated. The Supreme Court's ruling insisted that education in a democracy must be democratic.

The case is officially known as *Tinker v. Des Moines Independent School District*, although it is usually just referred to as the *Tinker* case. The *Tinker* case was a turning point in U.S. law. Dozens of other court cases have used the *Tinker* decision as the basis for protecting the rights of other students, as well as teachers. And it all started with three young people who had the courage to stand up for the right to express their beliefs.

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"Why not?" Katrina asked.

"Well, there are some things in here that parents might not want their children exposed to. I'll have to take the rest of those papers to the office."

"Mrs. Spanos, those papers cost us a lot of money to print! And what about our right to free speech?" Katrina asked.

"I don't think that applies in this situation, Kat. But you can discuss it with Dr. Haskins when she gets back from the principals' meeting this afternoon." Mrs. Spanos scooped up the bundle of papers and headed toward the office.

Was that right? Katrina wondered. Didn't she have the right to hand out her newspapers at school? Other organizations passed out information all the time. And did Mrs. Spanos have the right to keep the papers and not give them back? How could Katrina find out what her rights were in this situation?

In its famous *Tinker* decision (see page 213), the Supreme Court ruled that young people are entitled to protection of their constitutional rights just as adults are.

Even so, young people still don't have exactly the same rights as adults. Like it or not, the law considers young people to be less responsible, less able to care for themselves, and less able to make sound judgments. So your freedom can be limited in ways that the freedom of older citizens isn't. For example, state laws don't permit people below a certain age to drive or work. State law also requires people below a certain age to attend school. These restrictions are unequal—they apply to minors but not adults. But they are all perfectly legal and constitutional.

The first step in protecting your rights is knowing what they are. As an American citizen, the Constitution guarantees you certain basic rights. The Bill of Rights—the first ten amendments to the Constitution—outlines your basic rights as a U.S. citizen. For example, you have the right to express your opinions, worship as you choose, and hold peaceful gatherings. You also have the right to "due process," a fair hearing before someone passes judgment on you.

In addition to constitutional rights, you also have personal rights that have been established by law. For example, you have the right to a free, public education and the right to be protected from the harm and abuse of adults.

Beyond that, there are also *citizens'* rights that have been established by law. One example is the Freedom of Information Act, which allows you to get any nonsecret information you want from the government. Another example is the so-called "sunshine" laws, which require that government business be conducted in public sessions, not in secret.

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Once you know your rights, stand up for them! Constitutional and legal rights are useless unless you insist that they are respected.

Knowing your rights may take some research. A book like *The Rights of Young People,* published by the American Civil Liberties Union, is a great place to start. Keep up-to-date by following the news. Finding out about your rights may even involve talking to an expert—getting legal advice.

Getting Legal Help

Every once in a while you may find that you need some legal advice. For example:

- Your group may decide to apply for incorporation as a nonprofit, tax-deductible organization.
- You may need to enter into a contract with a business or other organization.
- You may need advice about the legality of a particular action or event.
- You may suspect that your rights have been violated in some way.
- You may need representation in discussions or negotiations or in court.

There's an old saying that "the person who acts as his own lawyer has a fool for a client." Law is a complicated subject. It's almost impossible for any amateur to understand all the different laws and rulings that apply to a particular situation. That's why people who need legal advice turn to a specialist—a lawyer. Sometimes, just being represented by a lawyer is all the support you need. Many disputes can be settled with one call from an attorney.

Finally, remember this: the law may help protect your rights. But legal solutions aren't perfect. The law isn't always fair, and it isn't always right. The legal system is a human creation. It is subject to the same mistakes and failings that humans make in all our activities.

Where do you get legal help? Here are some possible sources:

- Perhaps you know a lawyer: a family member, family friend, or the parent of a classmate. He or she may be willing to answer a quick legal question or refer you to another attorney who specializes in the kind of problem you need help with.

- Local bar (lawyers') associations, usually operate a referral service. If you call the bar association and describe your legal problem, they may be able to suggest a lawyer who can handle it.
- Law schools often operate legal clinics to provide practice for their students. Find out if the law school nearest you has such a service.
- Every person accused of a criminal offense has the right to be represented by an attorney. State and local court systems sometimes have a Public Defender's Office, which provides legal help to those people who can't otherwise afford it. Otherwise, the court appoints a lawyer to represent someone who can't afford to hire one.
- In civil matters—all other kinds of cases that come before the courts—there is also help available for people who can't afford to hire a lawyer. Contact your local Legal Aid Society to see if you qualify for their help.
- Many lawyers and law firms do *pro bono* work. *Pro bono* means "for the good" (of the community). That is, they provide free or reduced-price legal assistance to people because it benefits their community.

Here is a list of national organizations that are dedicated to preserving and defending the rights of citizens. They can provide direct support or put you in contact with attorneys in your area who can help you with your legal problem:

American Civil Liberties Union
132 W. 43rd St.
New York, NY 10036
(212) 944-9800

Center for Constitutional Rights
666 Broadway, 7th Floor
New York, NY 10012
(212) 614-6464

Children's Defense Fund
122 C St. NW
Washington, DC 20001
(202) 628-8787

NAACP Legal Defense and Education Fund
99 Hudson St., 16th Floor
New York, NY 10013
(212) 219-1900

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National Center for Youth Law
1663 Mission St., 5th Floor
San Francisco, CA 94103
(415) 543-3307

National Legal Aid and Defender Association
1625 K St. NW
Washington, DC 20006
(202) 452-0620

National Legal Resource Center for Child Advocacy and Protection
1800 M St. NW
Washington, DC 20036
(202) 331-2250

Personal Conflicts among Advocates

People get involved in advocacy efforts for many different reasons. We may want to change the world, but each of us is looking for *personal* satisfaction as well. We want the social rewards of being involved with an issue. We want friendship, the respect of our fellow advocates, and the feeling that our efforts make us valuable and important to others.

Unfortunately, some attempts to meet personal needs can make a group's work more difficult. Here are some examples of behaviors that can sabotage a group's efforts:

- A group member who needs to be in the spotlight all the time.
- Group members who insist that their personal interests be given top priority and are unwilling to compromise.
- Group members who use the organization's time to discuss personal problems.
- A group leader unwilling to share leadership opportunities with others.
- Group leaders who use the organization as a stepping stone to bigger things or to make themselves look good on applications and resumes.
- Group members who always find something wrong with the ideas of others, without providing alternative plans of their own.

What can you do if you think that one of your fellow advocates is sabotaging your efforts in such a way?

- Check out your feelings with other members you trust and respect. Do they agree? Or do they think the person you are concerned about is helping the group progress?
- Well-planned meetings and clear agendas prevent a lot of sabotage behaviors. So does making sure that the chairperson keeps control of the meeting at all times. He or she should keep the group focused on the agenda and stick to its time limits.
- If a member is causing difficulty by complaining about the way a group project is going, offer that person some responsibility for the project. That way, the member will have to put his or her own ideas on the line and either contribute or stop complaining.
- Use your assertiveness skills with the group member who is causing difficulty. Communicate firmly and directly, using I statements. For example, you may need to say:

  "I'd like to have a chance to act as spokesperson this time."

  "The group has already decided to focus our efforts on _____. I'd like us to stick to that decision."

  "I'd like us to get back to the items on our agenda."

  "I don't think that is in the best interests of our organization."

  "I understand that you don't like _____ about our project. Do you have any suggestions for improving it?"

- Finally, get feedback about your own actions in the group. Ask your fellow members if you are doing anything to make the group's work more difficult. Then, try to listen to and accept their answers without defending yourself—not an easy thing to do.

"Lord, make me an instrument of thy peace."
—St. Francis of Assisi

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LIVING YOUR BELIEFS: CREATING A NEW WORLD

"All the beautiful sentiments in the world weigh less than a single lovely action."

—James Russell Lowell

Individual actions, by themselves, won't solve the world's problems. Living a nonviolent life, for example, won't automatically create world peace. But consider the opposite possibility. Would it make any sense to advocate world peace while settling your own personal problems with violence or threats of violence? Would it be sensible to waste hot water and leave lights on if you are concerned about energy conservation? Of course not.

If we want justice for all people, we can start by treating our friends and classmates fairly.

If we want world peace, we can start by learning to settle our own arguments without violence.

If we want a clean, healthy environment, we should make sure our own body isn't polluted with drugs, alcohol, or tobacco. And we should be sure our own household practices don't hurt the environment—by recycling, lowering our energy use, and avoiding the use of toxic household chemicals.

If we live in a way that is faithful to our beliefs, we also set an example that others will follow. It's not fair to expect other people to make the world better by changing their behaviors if we can't change ourselves. If we fail to live up to our own standards, other people will notice. Our calls for change will have a hollow, false ring to them, and other people will disregard them. In addition, our consciences will be troubled. We'll be uncomfortable with the contradictions between our beliefs and our behavior. Living a life in harmony with our beliefs will give us an inner peace and satisfaction that is more valuable than any possession.

- Think about your own issue. Brainstorm a list of personal actions that would be consistent with your beliefs about that issue. And brainstorm personal actions that would be contradictory to those beliefs.
- Go back and look at your lists. Put a check next to each personal action that you do now.
- Think about what changes you could make to live a life that agrees more closely with your beliefs.
- Here are just a few ideas for personal projects that may help you live your everyday life in harmony with your beliefs.

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Respecting Your Body: Healthful Living

Caring actively about an issue has some important implications for the way a young advocate lives his or her life. If you care enough to try to make the world better, it also means that

- you believe that your actions make a difference.
- you automatically become a role model for others.
- you believe that your life has value and importance.

For all these reasons, it's important to live a safe, healthful life that respects the needs of your own body. That means taking positive actions to keep yourself in good health. Actions like:

- eating a healthy, balanced diet.
- keeping physically fit.
- maintaining good grooming and cleanliness habits.
- taking safety precautions like wearing a seat belt when you ride in a car and wearing a helmet when you ride your bike.

And it means avoiding actions that could harm your health or be unsafe. Actions like:

- using harmful substances like alcohol, tobacco, or other drugs.
- taking dares to do physically dangerous or illegal activities.
- participating in unsafe sexual practices.

There's a simple, practical reason for this advice. Fit, healthy, sober people get more accomplished. They have more energy, clearer minds, and fewer illnesses. If you care enough about your issue to want to make a difference, it makes sense to give it your all. And you can give it your all only if you yourself are in top shape.

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Recycling

Miranda's Story

Miranda watched the television news every morning. She began to notice more and more stories about waste disposal problems in her city. There was more and more trash, and there were fewer places to put it. The reporters talked about the huge number of trees that were cut to make paper and cardboard products and how much energy it takes to make an aluminum can or a soda bottle. Earth's resources were being used up and wasted!

Miranda decided to take a step toward making things better. She convinced her family to start recycling its paper, glass, and aluminum. She set up three large cardboard cartons in the basement of her house and started collecting. Right away, her brother, whose job it was to take out the garbage, noticed a big difference. There was a lot less garbage to take out! And two months later, Miranda's father helped her take everything they'd collected to the recycling center in town. The money they earned paid for the gas for the trip, with a few dollars left over.

Recycling is becoming more and more important if our species is going to continue living comfortably on our planet.

- Recycling saves precious raw materials, like mineral ores, petroleum and trees.
- Recycling also saves the energy needed to process those materials into consumer products.
- Recycling reduces global warming and acid rain, because there is less need to generate energy to process the raw materials. That means less carbon dioxide and other waste gases go into the atmosphere.
- Recycling saves landfill space.
- Recycling saves money and can even make money for you or your organization.

It's easy to set up a household recycling program. Just follow these simple steps.

- Check with a local environmental group, or even the yellow pages, to find out what companies accept recycled materials and which materials they will accept. Newspapers, white paper, aluminum, glass, and waste motor oil are now recycled in most communities. You may also be able to recycle cardboard, plastics, and metals other than aluminum.

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BRIDGET SULLIVAN-STEVENS (CAKE)

Imagine a third-grader picking a fight with a huge international corporation—and winning! Amazingly enough, that's exactly what happened in Freeport, Maine, in 1989. Bridget Sullivan-Stevens was afraid that the world's environment was being destroyed. After a long conversation with her friends on the school bus, she and her mother decided to invite everyone over to talk about the problem.

Bridget and her friends were worried about the growing hole in Earth's ozone layer. They were concerned that people would have to live underground to avoid skin cancer and that plants and animals would die as Earth got warmer and warmer. They wondered what to do about trash and toxic pollution. Bridget's mother suggested that the group of elementary school kids try to do something to make things better in their own community. The result: a new organization called CAKE (Concerns About Kids' Environment).

The CAKE kids had studied environmental problems at school. They knew that polystyrene foam (sometimes called Styrofoam) was a real problem. It doesn't break down for hundreds of years, so it contributes to the overloading of landfills and harming of wildlife. CAKE decided to see if they could get rid of polystyrene foam in their town.

CAKE soon grew to about thirty members. They started writing letters to businesses that used the foam for packing or for food and beverage containers. The CAKE kids staged a march down Main Street. They got over three hundred citizens to sign a petition asking for an ordinance banning the use of Styrofoam in Freeport.

Most of the local stores that used Styrofoam agreed to stop and to switch to something else. But the town's biggest user, McDonald's, refused. The manager of the fast-food restaurant claimed that their Styrofoam was made without CFCs and other chemicals that damage the ozone layer and that they were starting a program to recycle all their plastics, too.

But CAKE wasn't satisfied. The styrofoam had to go! Freeport, which has a history of interest in environmental issues, held a public hearing about Styrofoam. McDonald's brought in several national executives to testify about their plans to control the plastic litter from their operations. But while the McDonald's representatives were speaking, the CAKE kids slipped out. They came back twenty minutes later with two garbage bags full of trash, more than half of which was Styrofoam. That poked a big hole in McDonald's story that they were reducing the litter problem.

The CAKE kids testified, too. They pointed out that Styrofoam is not biodegradable like paper or cardboard. Even without CFCs, they said, making Styrofoam releases other dangerous pollutants into the air. And they reported that animals sometimes eat the plastic by mistake, often with deadly results.

The Freeport town council was convinced. Two weeks later they ruled that by January 1, 1990, no town business could sell food or drinks in polystyrene foam. The ban will be lifted only when an effective Styrofoam recycling program is begun in the town. The penalty for breaking the ordinance is a fine of up to $500. The CAKE kids had taken on a wealthy and powerful company and won. And in the fall of 1990, they won an even bigger victory. After a number of other cities passed similar laws, McDonald's decided to stop using Styrofoam altogether—not just in Freeport but in all its restaurants.

The campaign to ban Styrofoam wasn't always easy. Not everyone is willing to listen to kids, CAKE member Kirsten Nunery points out. Fellow CAKE member Anna Brown agrees. "A lot of people think kids can't do very much work in the world," she says, "but I think kids might be the only chance."

Of course, the CAKE crusade got a lot of publicity. There were stories in many New England newspapers. Bridget and Anna even got to explain their efforts to Bryant Gumbel on "The Today Show." They also succeeded in solving a serious environmental problem, at least in their own part of the world. But their success wasn't easy.

And they're not done yet. CAKE members are now visiting other schools and encouraging other students to start environmental organizations of their own. And the Freeport CAKE kids have a new project: they're raising money to save the world's endangered rain forests. Through a recycling campaign and other projects, CAKE has already collected enough money to buy and protect eight acres. And they're still going strong.

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- Set up a recycling center in your home. Make a separate bin or containers for each type of material to be recycled. Find a convenient place to store the materials—perhaps a basement, storage shed, garage, or back porch.
- Rinse food containers before you put them in the recycling bins, to avoid insect problems.
- Explain the importance of recycling to all family members, so everyone will help out.
- To save energy, transport your materials to the recycling center as part of a trip to do other errands.
- Choose and buy products with less packaging. And if you don't need a bag to carry purchases, don't take one. Reuse the shopping bags you do take.

Energy Efficiency

Tracy's Story

"Look at this electric bill!" Tracy's mother said. She shook her head. "We can't afford this on my salary," she said.

"We talked about saving energy in science class last month," Tracy said. "I bet we can find some ways to save energy and money at the same time."

"That would be great," Mrs. Ward said. "If you kids could just remember to turn off the lights when you leave a room, that would be a big help."

"Okay," Tracy's little brother said. "We can do that."

"I'll make some little signs to remind us," Tracy said. "But saving energy means more than just turning off lights. I'm sure there are other things we can do too."

Tracy made her signs. She also called the local electric company to ask for a free guide to saving energy. When the booklet arrived a week later, she looked around the apartment for other ways to save energy.

She vacuumed the dust off the refrigerator coils. She found a cold draft coming in under the front door, which she stopped with a rolled up towel. She convinced everyone to take quick showers instead of baths and to turn the thermostat down a couple of degrees. When she saw her little brother wasting hot water, she reminded him to turn it off.

The Wards' next electric bill was a few dollars lower. Tracy was disappointed that they hadn't saved more energy, but her mother convinced her that they had made a good start. She and Tracy looked through the apartment again to find even more ways to save energy.

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Our most widely used energy sources—coal, oil, and natural gas—are nonrenewable. The earth has only a limited supply, so the less we use, the longer they'll last. People in the United States use far more than their fair share of the world's energy resources.

In addition, every drop of fuel we burn adds exhaust gases to the atmosphere. That contributes to the greenhouse effect, global warming, smog, and acid rain. And remember, most electricity is generated with these fuels too, so just turning on a light also contributes to those problems.

If we live our lives more energy-efficiently, we live in greater harmony with Earth and the rest of its inhabitants. And we can change our living habits to conserve energy. Here are some suggestions:

- Keep driving to a minimum. Walk, bicycle, or take public transit when you can. Plan car trips to combine several errands.
- In the winter, keep thermostats below 68°. Put on a sweater or a hat if you feel chilly.

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- Check your house for places where cold air can leak in, and seal them. Use heavy curtains on your windows, and make sure your house is well insulated.
- In the summertime, keep cool with fans instead of air conditioners. Fans use one-tenth of the electricity that air conditioners do.
- Use water sparingly, especially hot water. Turn off taps when you're not using them, and fix dripping faucets.
- Turn off electric lights and appliances when they are not being used.
- Don't buy what you don't need. Every item you buy takes energy to produce and transport.
- Whenever possible, repair and reuse things instead of throwing them away and buying new ones.
- Eat less meat and more grains, fruit, and vegetables. Meat production uses far more energy than growing and processing vegetable foods does.
- Involve other family members in your effort to save energy. Explain why it's important, and explain what they can do to help.

"Worrying is like a rocking chair. It's something to do, but it doesn't get you anywhere."

—Anonymous

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Tree Planting

Charles's Story

Charles looked out the window of his second-floor apartment. Ugly! Seventeenth Street was an ugly street. He thought about Roosevelt Avenue, where he sometimes went to ride his bicycle. The buildings were neat and the whole street was shaded with tall maple and oak trees.

All of a sudden, Charles realized one of the reasons why his own street wasn't nearly so attractive. It was the trees. The few trees on Seventeenth Street were scrawny and uncared for. And there were dozens of places in the sidewalk—tree wells—where trees should have been but weren't. In the summertime, there were cool puddles of shade everywhere on Roosevelt, but Seventeenth Street was hot. But it didn't have to stay that way. Seventeenth Street could have trees too. Charles called up a couple of his friends from the neighborhood and explained his idea. They called up the city department of public works. After talking to what seemed like dozens of people, they finally found someone who could give them permission to plant new trees in the empty tree wells.

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Lots of the neighbors and small shopkeepers thought it was a good idea. Charles and his friends collected almost a hundred dollars from the people on his block. They went to a meeting of the neighborhood association and got another hundred dollars. At the meeting, Mr. Torrelli offered to help transport the trees in his pickup truck.

That fall, Charles and his friends bought twelve new maple trees for Seventeenth Street. They dug up the tree wells, loosened the soil, and removed any old roots and junk they found. Then they carefully planted and watered the trees. Charles could hardly wait to see them put out their new leaves next spring.

Trees help keep our environment healthy. They remove carbon dioxide from the air and add oxygen. Trees provide shade in summer, reducing the need for air conditioning. In winter they act as windbreaks, reducing heating costs. Trees provide habitat and food for birds and small mammals. And trees make the environment more pleasant and inviting for humans.

Planting trees is a great way to make the world a better place. There are plenty of places in the every community that could be improved with tree planting. City sidewalks are more pleasant when trees are kept growing in their tree wells. Waste land, such as old landfills or the sites of demolished buildings, can also be renewed with tree plantings. And of course, backyards and front lawns are great places to plant trees, too.

Here are some suggestions for a tree-planting project.

- Trees can be planted successfully only at certain times of the year. Generally, the best time for planting is late fall.
- Check with your local extension agent or state forest service for advice on which trees to plant, how and when to plant them, and even where to get them. Gardening books from the local library are another source of important advice.
- You may be able to get supplies of seedling trees from the forest service at little or no cost. Local nurseries may also be willing to donate young trees or sell them at reduced prices for a community project.
- Newly planted trees need care. Again, get advice from someone who knows.
- Think about planting trees that produce food for people and animals, such as fruit and nut trees.

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Career Choices

Yvonne's Story

Yvonne's little brother was in the hospital. Yvonne and her father went to visit. As they walked into the building, Yvonne saw an ambulance pull up to the emergency room entrance. Two medics jumped out and lifted a man on a rolling stretcher out of the back.

As she walked past the emergency room, Yvonne saw dozens of other people waiting for help. Some were obviously in pain. Others looked weak and ill.

When they reached her brother's room on the seventh floor, a nurse was taking his temperature. "You need to take this pill now, Whizzer," she said. Whizzer was her brother's secret name. He must have trusted his nurse a great deal to share the secret with her. The nurse smiled as she handed him a cup of apple juice and a blue pill.

Yvonne was glad to see that her brother was getting good care. But she was thinking beyond that, too. She remembered the long line of people waiting for care in the emergency room. "So many people are sick and injured," she thought. "And what about people who can't get to a doctor or can't afford one? I wish I could help in some way." That was the day Yvonne began thinking about a medical career.

As you think about choosing a career, think about how the work you select fits with your beliefs as an advocate.

One possibility could be to make your advocacy and your career one and the same. You could search for a career that contributes directly to your issue of concern. For example, Yvonne might decide to become a doctor, a medical researcher, or an emergency technician.

Another possibility is to choose a career that contributes indirectly to the issue. Yvonne might select a career as a physical education teacher or might work with a health-care insurance company.

A third idea is to eliminate career choices that contradict your concerns in some way. Therefore, Yvonne might decide to avoid working for any organization that contributes to people's illnesses—tobacco companies or firms that produce toxic chemicals, for instance.

Brainstorm a list of possible career choices that might suit your advocacy interests.

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CAREER CHOICES

INTERESTS:

POSSIBLE CAREER CHOICES:

WHAT CHOICES WOULD YOU AVOID TO KEEP
FROM OPPOSING YOUR OWN BELIEFS?

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Cross-Cultural Experiences

The United States is unique in its mixture of ethnic and racial groups. People from almost every culture in the world make their homes in the U.S.A. Many of us keep at least some of the traditions of our heritage. We have unique celebrations, particular ways of cooking, particular ways of talking with one another, special crafts and music. These cultural differences make exploring a big city or traveling to another region of the country an interesting experience.

But unfortunately, we humans don't always tolerate differences among people very well. We tend to think that something's wrong with people who aren't enough like us and our group. We separate ourselves from other groups and stay with people from our own ethnic, racial, religious, or economic group. This separation creates misunderstanding, resentment, and anger.

Creating a multicultural society is a great and difficult challenge. Think about the terrible, angry feuding going on between groups of people in other parts of the world. Think about, for example, black and white South Africans, Catholics and Protestants in Northern Ireland, Azerbaijanis and Armenians, or Hindus and Moslems in India. Members of these groups have been fighting one another for years.

A successful multicultural society in the United States won't just happen. Making such a society work for everyone is going to take some effort. People from different groups will have to get to know one another and learn to respect one another's cultural styles and traditions. Maintaining contact with other cultural groups would be a useful personal project that would help make the world a little bit better, too.

How much cross-cultural experience do you have right now? Complete the following questionnaire.

"Mere praise of peace is easy but ineffective. What is needed is active participation in the fight against war and everything that leads to it."

—Albert Einstein

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CROSS-CULTURAL QUESTIONNAIRE

What cultural, ethnic, or racial group(s) do I think I belong to?

Several traditions that are part of my cultural heritage are:

Among my friends (not just casual acquaintances), what other cultural, ethnic, or racial groups are represented?

What cultural, ethnic, or racial groups live in my immediate neighborhood?

What cultural, ethnic, or racial groups are represented among my teachers and school administrators?

What cultural, ethnic, or racial groups are represented among our local political leaders?

What evidence of inequality or discrimination among different groups can be found in my community?

Cultural experiences

I have visited the homes of people from the following cultural, ethnic, or racial groups:

I have eaten foods typical of the following ethnic groups:

I have listened to music typical of the following ethnic groups:

I have viewed art or crafts typical of the following ethnic groups:

What cultural, ethnic, or racial groups are represented in the periodicals in my school library?

I have heard people speaking the following languages in my community:

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Go back and look at your answers. Are you satisfied with the amount of cross-cultural experience you have? If not, how would you go about improving that situation?

Here are just a few ideas for ways to expand your contact with other racial and ethnic groups.

- Make a conscious effort to include people of various groups in the social activities that you plan. In other words, make some new friends.
- Attend local festivals sponsored by different ethnic groups in your community.
- Go to religious services at places of worship frequented by other ethnic groups.
- Find and read books that explain and promote understanding of various world cultures.
- Go to cultural events such as concerts and art exhibits that feature creations from other cultures.
- Insist that your school present information about a variety of cultures, through speakers, films, exhibits, etc.
- Start a cultural exchange program with students from another school where other racial or ethnic groups predominate.

Volunteer Work

"We should not let our fears hold us back from pursuing our hope."

—John F. Kennedy

Kenneth's Story

Kenneth knew that there were poor people in the city, but he never really thought about what their lives were like until last Thanksgiving. Kenneth's church youth group collected canned goods for needy families in the Westside neighborhood, as usual. But this year, Kenneth was asked to help deliver them. At one of the homes where they stopped, the church volunteers were invited in. Kenneth met the family his church was helping, including their three small children.

He saw how hard it must be for the family. Their apartment building was run-down. The small apartment was crowded and poorly furnished. All three children slept in one small bedroom. Their clothes were old and worn. Kenneth wondered what they hoped for their future and how they managed in school.

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Kenneth couldn't get the families out of his mind. "Just giving them a Thanksgiving basket isn't enough," he told his Sunday school teacher the following week. "There's got to be more we can do to help."

The next week, Kenneth's teacher handed him a slip of paper with a phone number on it. "It's the number of the Eleanor Roosevelt Community House," he said. "They provide a lot of services for the people of Westside. If you really want to help, this would be a good place to start."

TREVOR FERRELL

In December 1983, eleven-year-old Trevor Ferrell was watching the evening news in his family's suburban home. Suddenly he raced into the kitchen and insisted that his parents turn on the other TV. The newscast was showing scenes of homeless men and women in nearby Philadelphia. Trevor wanted to know how these people survived—how they ate, slept, and stayed warm.

Trevor was so insistent that his parents finally agreed to drive to Philadelphia that night to find one homeless person to help. His father and mother realized that this was an opportunity to put into practice the church teachings their children had been hearing every Sunday. In downtown Philadelphia they came across a man huddled on a steam grate. Frank Ferrell stopped the car. Trevor jumped out and offered the man a blanket and pillow. The man accepted graciously. "God bless you," he said.

The next night, Trevor insisted on going again. The Ferrells gathered a couple of additional blankets and headed downtown. They quickly found homeless people to accept their offerings.

In the next few days, Trevor's brother, Allen, and sisters, Jody and Liza, joined in the effort. They collected clothing and food during the day and drove downtown to distribute it each night. Trevor's father put a notice asking for donations in the window of his electronics store. For several weeks the Ferrells made the trip to Philadelphia a part of each evening's routine.

Then Trevor asked a local newspaper for a free ad to request more donations. Newspapers and TV stations took up the story of the Ferrell's efforts, and Trevor's campaign really took off. Donations started pouring in. Every night, the Ferrells and other volunteers would drive into the city with food, clothing, and blankets. The family's efforts were featured in national news stories.

Several months later, a church group donated a large empty building in downtown Philadelphia. The Ferrells and their supporters soon turned the building into a shelter. The daily food runs continued, too. President Reagan invited Trevor to the White House for a special ceremony. Trevor was also invited to visit Mother Teresa in Calcutta, India.

But the campaign was not easy on Trevor and his family. The time spent helping the homeless was time away from his schoolwork, which did not come easily to Trevor. He had to repeat two grades. Eventually, special assistance at a private school enabled Trevor to continue his school career. Trevor's father become so involved in the campaign that he sold his successful business to devote all his time to it.

What has happened to Trevor's campaign since those early days? The original shelter, called "Trevor's Place," has been remodeled and is going strong. So are the daily food runs. The campaign has also opened a thrift shop and a second shelter especially for women and children. The campaign now has a yearly budget of almost a million dollars. More than a dozen other chapters of Trevor's campaign, also dedicated to helping the homeless, have been started around the country. Trevor's parents still work full-time for the campaign. Trevor has had to focus more of his time on completing his schooling. But he still gives about fifty speeches a year, building support for the campaign. And on weekends Trevor still drives a van on the food run and hands out meals to the homeless people he has been helping for so long.

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Kenneth called the number. The woman at the Roosevelt House invited him to come for a visit. He did and found an activity he was interested in. On Tuesdays, Kenneth volunteers to help at the Roosevelt day-care center, tutoring the elementary school–aged kids and helping them with their homework. After a few weeks, the kids at the center came to know him and looked forward to his visits. Kenneth looked forward to it, too. Sometimes he stopped by on Wednesdays or Thursdays. He got to know and like three or four other high school students who also volunteered at the center. Volunteering became a regular and rewarding part of Kenneth's life.

In the past few years, more and more young people have made some sort of volunteer work a part of their lives. The possibilities for volunteering are endless. No matter what your skills, no matter what issues you think are most important, there is some sort of volunteer service for you. Here are just a few possible places you might go to volunteer your time:

Day-care centers
Senior centers
Recreation centers
Hospitals
Schools
Homeless shelters
Church service programs
YWCAs and YMCAs
Girls Incorporated
Boy Scouts, Girl Scouts, or Campfire
Local, state, or national parks
Peace centers
Animal shelters
Zoos
Museums
Correctional facilities
Food banks
Literacy programs
Meals on Wheels

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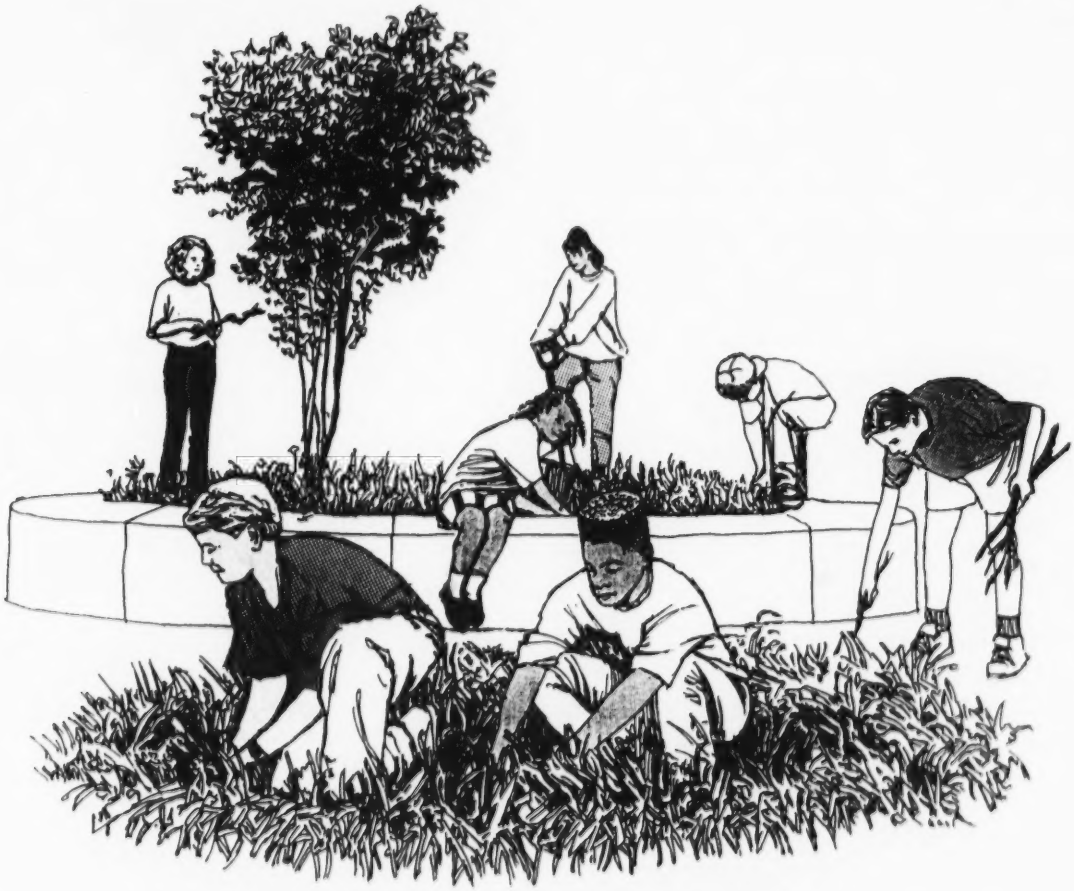

People who invest part of their time volunteering have discovered that volunteer work is as rewarding to volunteers as it is to those who receive their help. Volunteering is a great way to develop new skills, meet new people, do something worthwhile, and make yourself feel good at the same time.

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About Changing Our World . . .

With the challenges facing our communities and our planet, there may be no better way to protect the future than by teaching courage and service to our children.* Changing Our World *by Paul Fleisher is a wonderful tool for doing this. It promotes ideals and it inspires. As an old political "pro," I especially like the book's emphasis on the necessity, not just for visions and ideals, but for hard work, study, and choice. It asks and expects the young reader to think, with questions like "What, if any, important issues does TV seem to avoid? Why?"

The book makes a strong case for "getting involved," but it does so without moralizing and without talking down. It is well organized, and the style is simple, clear, and direct. It talks directly to young people in their world, including, for example, sections on "self-esteem" and "facing hecklers." The section of coaching tips, which includes everything from fund-raising to writing press releases, can be put to use immediately. A very good and useful book.

—John Graham
Executive director, The Giraffe Project

Changing Our World ***is a book that is long overdue. It beautifully and practically fills a void in the "how to" literature. It is a guidebook, a practical manual that will help young advocates and potential advocates develop the knowledge and the skills that will help them gain the confidence that they can make a difference. Paul Fleisher's work has "pulled it all together"; though focused on young activists, it is a helpful tool for people of any age or level of experience. I will happily recommend*** **Changing Our World** ***to my audiences and will add it as a critical contribution to my "tool chest" as a way to help people live actively and more fully—from individuals and families to schools and organizations.***

Changing Our World ***is an important compilation of facts, steps to take to bring about positive change, and many examples of young people who acted for change. It is a well-organized wealth of information from personal growth techniques to choosing an issue, setting goals with detailed planning, gathering facts, developing the skills of leadership, raising funds, and much, much more! It is a rich resource.***

—Dorothy F. Cotton
Seminar/workshop facilitator
Former director, Student Activities at Cornell University
Former education director, Southern Christian Leadership Conference

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About the Author . . .

Paul Fleisher, M.Ed., teaches gifted sixth, seventh, and eighth graders in the Richmond, Virginia public schools. His experience teaching personal and social change to his students and working with student peace groups inspired him to write this guide to social activism. Paul has continued to work and write for peace and social justice throughout the past twenty years.

Paul conducts many workshops with topics ranging from teaching through games to cooperative learning techniques. He also serves in various organizations such as the Richmond Peace Education Center and the National Education Association. Paul has found that many young people care deeply about social issues, and he hopes that his book will be a resource for those interested in advocacy.

Paul came to write *Changing Our World* through his own classroom experience teaching about personal and social change and through his work with student peace groups. He has found that many young people care deeply about making their world a better place. He hopes that his book will be a useful resource for them and for the adults who work with them.

Grades 7–12

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